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ABSTRACT

A guide for curriculum development in New York City's Italian second language programs to be piloted in junior and senior high schools contains six cultural theme units for level 1 and the grammatical structures in Italian for levels 1-3. The cultural theme units are designed to be used as a core for the acquisition of language patterns, vocabulary, usage, and structures. The theme unit approach is based on the premise that real situations are a strong stimulus for learning to communicate in a foreign language. The situations are of the type encountered while traveling or living in a foreign country. Within each unit is cultural content characteristic of the situation. The units are designed to be developed through a variety of activities with supportive materials taken from textbooks or created by the teacher, allowing adaptation to special needs, enrichment, and use of student creativity. Each unit contains information on its rationale, basic objectives, suggested methods and materials, time sequence, relevant cultural information, vocabulary and useful expressions, developmental questions, grammatical structures, suggested classroom procedures, enrichment activities, readings, and testing ideas. Unit topics include getting acquainted, eating, getting to know the geographic area, shopping, recreation, and earning a living. Lists of grammatical structures are appended. (MSE)

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Experimental

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ITALIAN

COMMUNICATION AND CULTURE

CULTURALLY ORIENTED THEMATIC UNITS IN THE SECONDARY SCHOOLS

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A program of this type enlists the cooperation of hundreds of staff members in making suggestions and evaluating materials. The suggestions for revision were organized and displayed by Harold Rosenblatt, former School Research Assistant, Bureau of Curriculum Development.

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INTRODUCTION

This experimental bulletin is part of the proposed foreign language revision program. It contains six cultural theme units for Italian Level I and the grammatical structures in Italian for Levels I-III.

The cultural theme units are designed to be used as a core for the acquisition of language patterns, vocabulary, usage, and structures. Thus, the student uses the language while he is learning it.

The cultural theme unit approach is predicated upon the premise that real situations are a strong stimulus for learning to communicate in a foreign language. The situations are of the universal type that one encounters while traveling or living in a foreign country. Interlaced with each unit is the cultural content characteristic of the situation.

Each unit is to be developed through a variety of activities with supportive materials taken from textbooks or created by the teacher. The flexibility of procedure allows for adaptation to special needs, enrichment, and the utilization of student creativity.

These units will be piloted in a number of junior and senior high schools to determine to what extent they provide strong motivation for the study of a foreign language.

Theme No. 1: PLACERE DI FARE LA SUA CONOSCENZA

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in Italian. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

Basic Objectives of This Unit

1. To acquaint the students with the cultural aspects of daily life in Italy.
2. To familiarize the students with the Italian school system and the school activities of Italian boys and girls of their age.
3. To describe social and family relations in Italy.
4. To familiarize the students with the necessary Italian vocabulary and expressions to enable them to express themselves adequately in situations related to this theme.

5. To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the class.

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

Time Sequence

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each themal unit when Level I is covered in one year.

If Level I is covered in two years, as in the case in the 7th and 8th grades, then eight to ten weeks should be the appropriate time span.

In the Intermediate Schools, where Level I is covered in three years, then twelve to fourteen weeks should be allocated for this unit.

Culture

Cultural information that is relevant to the situational themes should be presented within each unit. The suggested topics to be treated in this unit are:

1. Greetings. Explain difference in the use of the expressions, CIAO, ARRIVEDERLA, ARRIVEDERCI, ETC.
2. Introduction. Familiar, respectful and polite forms of pronouns should be explained through the expressions, DARE DEL TU, DARE DEL LEI.
3. Education is centralized under the Minister of Education.
4. School attendance is compulsory between the ages of 6 and 14.
5. Education begins at the age of 5 in the Scuola Materna or kindergarten. This is followed by la Scuola Elementare or Primary School. From the ages of 11 to 14, youngsters attend La Scuola Media Unica or junior high school. After La Scuola Media, a choice is made between Il Liceo Classico or Il Liceo Scientifico. At the end of 5 years of Liceo, if a student passes

a very difficult examination called, Esame di Maturità Classica, he may enter a university where upon graduation he will be granted a laurea (degree).

6. Students in lower grades generally wear grembiuli (smocks) to school.
7. Students carry their books in a briefcase called la cartella.
8. Most Italian students are bilingual in that they study the standard Italian but also speak the dialect of their region.
9. The Italian family is a close-knit unit. The father is the head of the household, however the mother holds a position of very high esteem in the family.
10. The extended family concept includes not only members of the same "casato", but close friends as well. A special relationship is developed with il padrino (the godfather) and la madrina (the godmother).
11. Campanilismo, a special attachment to one's hometown or region, is a sentiment held by many Italians.

Vocabulary and Useful Expressions

Verbs

aiutare
andare
avere
cancellare
cominciare
cantare
conoscere
cucinare
desiderare
domandare
essere
finire
frequentare
giocare
imparare
insegnare
lavare
lavorare
leggère
mangiare
mostrare
parlare
pulire
ricordare
rispondere
scrivere
studiare
vivere
dimenticare

Nouns

l'alunno
l'alunna
l'amico
l'amica
il banco
il calcio
la casa
la classe
il cognome
la scuola
lo studente
il compito
l'esercizio
il francese
la geografia
il gesso
il ginnasio
la ginnastica
l'inglese
la lavagna
la scrivania
lo sport
la lezione
il liceo
la lingua
la matematica
la materia
la matita
il nome
la pagina
la penna
lo sbaglio
la storia

l'Italia
l'Italiano
il Meridionale
il Fiorentino
il Calabrese
la Toscana
Torino
Roma
gli Stati Uniti
l'Italo-Americano
il Piemonte
il Romano
il Palermitano
la Calabria
Milano
Napoli
l'America
il Settentrionale
il Piemontese
il Napoletano
il Siciliano
la Sicilia
Firenze
Palermo

la nazione
la città
il rione
la regione
il paese
il parco
la provincia
il circolo

la famiglia
il figlio
il nonno
il padre
la figlia
la nonna
la madre
i parenti
lo zio

la zia
il nipote
la cognata
il ragazzo
il cugino
la nipote
il fratello
la ragazza
la cugina
il cognato
la sorella

il medico
l'avvocato
il panettiere
il falegname
il sarto

il farmacista
il maestro
il macellaio
il barbiere

il dentista
il prete
il fruttivendolo
il calzolaio

la festa
la Pasqua

l'anniversario

il Natale

Adjectives

americano
alto
basso
bello
brutto
buono

contento
difficile
diligente
facile
grasso
cattivo

magro
mio
tuo
suo
triste

Interrogatives

che cosa?
chi?

come?
dove?

quando?
quanto?
perchè?

Expressions

Buon giorno!
Come ti chiami?
Grazie!
Mi chiamo
Ti presento. . .
Il piacere è mio!
Prego

Ciao!
Come si chiama?
Tante grazie!
Ho . . . anni
Le presento . . .
Mi piace
Scusa; scusi

Come stai? Come sta?
Dammi! Mi dia!
Grazie mille!
Quanti anni hai?
Piacere!
Le piace? Ti piace?
Va bene?

Avere padre e madre
la settimana prossima
vicino a . . .
fare il barbiere
Stare bene
Gli Stati Uniti D'America
È lei la signorina (il signore) _____?
Piacere di fare la sua conoscenza.

in casa
la settimana scorsa
dal calzolaio
fare il calzolaio
Andare d'accordo

in città
Poco tempo fà!
dallo zio
per ora!
Alla siciliano
Buon Natale!
Buona Pasqua!
Dare del tu.
Dare del Lei.

Developmental Questions

NOTA BENE

In preparing these units around a specific theme, it has been necessary at times to use some structures which would normally be taught at a later time. When you encounter these structures in the Developmental Questions, please note that they are to be taught in context only and only as needed in the particular situation. They will be thoroughly treated at the appropriate time.

Question	Grammatical and/or Cultural References
1. Buon giorno. Come ti chiami?	a. Chiamarsi - only 1st, 2nd familiar and formal, and 3rd person
2. Come stai?	a. Stare - presente b. Espressioni: stare bene, stare male, così così, ecc.
3. Quanti anni hai?	a. Modo di dire: avere .. anni b. I numeri cardinali
4. Dove abiti?	a. Abitare - presente b. Use of dove
5. Che lingua (e) parli?	a. Parlare - presente b. Le lingue c. Omissions dell'articolo determinativo
6. Che scuola frequenti?	a. Frequentare - presente b. Introdurre la scuola elementare, la scuola media, il liceo, ecc.

Question	Grammatical and/or Cultural References
7. Che giorni vai a scuola?	a. Andare - presente b. Introdurre i giorni della settimana
8. Che materia studi a scuola?	a. I verbi che finiscono in iare - presente
9. Chi è il tuo professore favorito? (preferito)	a. Gli aggettivi possessivi b. L'accordo degli aggettivi c. Le espressioni interrogative
10. Ti piace andare a scuola?	a. Uso del verbo piacere b. Le espressioni idiomatiche di luogo. Per esempio, a scuola, in campagna, ecc.
11. A che ora comincia la lezione d'italiano?	a. l'ora
12. Con chi abiti?	a. Abitare - presente b. Introdurre i vocaboli dei membri della famiglia c. Introdurre: mio, tuo
13. Che lavoro fa tuo padre?	a. Introdurre i vocaboli dei mestieri
14. Passi le feste insieme alla tua famiglia?	a. Passare - presente b. Introdurre le feste
15. Capisci il dialetto siciliano?	a. Capire - presente (verbi: isco) b. Introdurre altri dialetti regionali

Grammatical Structures

Level I has been divided into six culturally oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a sine qua non. The teacher should be selective in the choice of structures which he develops within this thematic unit, basing his decision on those structures already mastered by his students.

It is suggested that the teacher give classroom directions in Italian at all times.

1. ARTICLES
   a. Definite
   b. Indefinite
   c. Use of di to show possession; contractions
   c. Contraction of a
2. NOUNS
   a. Gender of nouns ending in o, a, e
   b. Plural of nouns (regular, ending in o, a, e)
3. ADJECTIVES
   a. Classes: ending in o and e
   b. Agreement and position
4. PRONOUNS
   a. Subject pronouns
   b. Uses of tu, Lei, voi, Loro, lui, lei, loro
   c. Interrogative: chi, che

5. VERBS

   a. Present tense of the three regular conjugations: parlare, vendere, finire; affirmative and negative

   b. Present tense of irregular verbs: avere, essere, andare, stare, venire, fare

6. NUMERALS

   Cardinals: 1-20

7. Days of the week

8. Months of the year

READING

It is suggested that the teacher choose from the texts he is using, appropriate reading selections related to the situational theme. Appropriate readings may include dialogues, short passages, newspaper and magazine articles or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

SUGGESTED PROCEDURES

1. Introduce yourself to the class.
2. Present new vocabulary words and expressions using realia such as pictures from magazines, a family snapshot, transparencies on the overhead projector, pictures created by students.
3. Practice these words with accompanying gestures (for example, the handshake) through a chain drill in which the students introduce themselves and each other to the members of the class.

4. Games

Chi è?

A student describes one of his classmates without telling who he or she is. Individual students volunteer to guess who is being described.

Role-playing

Students can roll-play such situations as meeting a friend, making a date, welcoming a new student.

Dov'é il gesso (il quaderno, la matita, il libro)?

A student leaves the room. An object is hidden. The returning student must guess the location of the object by asking no more than three questions.

5. Give students Italian names and have them create name tags that say: Ciao! Mi chiamo _____.
6. Have students speak on the telephone (use of tele-trainers from the Telephone Company).
7. Have students create their own family tree.
8. Have students dramatize a computer-arranged date. Three students enact the roles of the boy, the girl and the receptionist at the computer center. The receptionist asks the two students such questions as:

Come si chiama Lei? Quanti anni ha Lei? Lei è alto o basso? È ricco Lei? È simpatico Lei? Le piace l'italiano?

After the boy and girl have answered all the questions, the receptionist feeds the information into an imaginary computer and announces: "Signorina, ecco una persona ideale per Lei!"

9. A variation of this game, the televised "Dating Game", may also be played.

10. Ask a student to stand before the class and give a number in Italian. He then calls on students to give the preceding number. Then another student gives a number in Italian and calls on students to give the number that follows.

11. Record the following activities of the student: dramatization of dialogues, reading of passages, recitation of poetry and singing of songs.

ENRICHMENT ACTIVITIES

1. Have students fill out a vital statistics form that includes:
   a. their name
   b. the names of their parents
   c. the names of their brothers and/or sisters
   d. their address
   e. type of dwelling
2. Show film, "A Living School".
3. Show film, "Professional Training".
4. Show film, "The University for Foreigners at Perugia".
5. Show film, "EstateBambini". These films are available from the Instituto Italiano di Cultura.
6. Show other departmental films, filmstrips. Excellent commercial films can be rented for a nominal fee.
7. Teach simple poems and songs related to the theme.
8. Tongue twisters are excellent for the development of good pronunciation.
9. Riddles are fun and an interesting way to build vocabulary.

TESTING

1. Picture test (rexographed sheet, transparency projection or model).
   a. True/False
   b. Che cosa è questo?
   c. È il professore o l'alumno?
2. Oral questions requiring oral or written answers.
3. Oral or written questions to test vocabulary.
4. The teacher or a student reads a line of a dialogue and students give appropriate oral or written rejoinders.
5. Picture Stimulus Test. Student selects a picture and prepares five written sentences to describe it.
6. Cued Response Test.
7. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms and antonyms.

Situational Theme: Italian, Level I

Theme No. 2: MANGIANDO ALL'ITALIANA

Rationale

It is our conviction that the study of a foreign language provides the most enlightening path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in Italian. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is the first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational theme. These may be included in the final draft as model dialogues and readings.

Basic Objectives of This Unit

1. To arouse an awareness of the similarities among people by recognizing the basic similarities in the foods they eat.

2. To eliminate food prejudices by learning about and tasting foods of other lands.

3. To learn that differences in foods and eating customs are due to differences in culture, climate and soil. In short, this unit should lead to a keener appreciation of similarities among peoples of the world and an understanding of their differences.

4. To familiarize the students with the necessary Italian vocabulary and expressions to enable them to get along successfully in food related situations.

5. To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above-stated objectives.

METHODS AND MATERIALS

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the students.

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

TIME SEQUENCE

This depends upon the ability of the students. We suggest, however, approximately four weeks for each themal unit when Level I is covered in one year.

If Level I is covered in two years, as in the case in the 7th and 8th grades, then 8 weeks should be the appropriate time span.

In the Intermediate schools, where Level I is covered in three years, then 12 weeks should be allocated for this unit.

CULTURE

Cultural information that is relevant to the situational topic should be presented within the unit. Items presented in the foreign language are samples of actual presentations which the teacher can make to a level I Italian class. The teacher should relate the food of each region to its geography, economy and history.

The suggested topics to be treated in this unit are:

1. Meal times; the three basic meals la prima colazione, la seconda colazione o pranzo, la cena and the snack (la merenda o spuntino).

la prima colazione

a) is served from 7:00 A.M. generally.
b) It consists of: caffelatte o' cappuccino o caffè espresso, panini con burro e marmellata and biscotti.
c) Comparison with American breakfast

la seconda colazione o pranzo

a) is served from noon to 2:00 o'clock and is the principal meal of the day.
b) The first course generally consists of pastasciutta o minestra o minestrone.
The second course consists of un piatto di carne o pesce con contorno di verdura, patate o insalata.
The third course is frutta e formaggio which is the typical Italian dessert. Occasionally il dolce is also served. The meal always ends with un caffè espresso.
c) Comparison of typical Italian and American luncheon menus.

la cena

a) Depending upon the region - from 7:30 - 9:00
b) consists of: brodo o pastina in brodo, pesce o carne con contorno di verdura o insalata, frutta e caffè.
c) Comparison of typical Italian and American dinner menus.

2. Importance of the meal in the life of the Italian family. All members of the family are usually present at meals. This forms a basis for family unity.

3. Italian cooking was the first fully developed cuisine in Europe. The ancient Romans were its originators and the serving of the meals in three or four courses was an old Roman practice.

4. Eating styles. Example:
Pasta is the staple food of Italy. In the North pasta is generally prepared in the form of home-made egg noodles (tagliatelle o fettuccine al burro e formaggio). In the South pasta is in the form of spaghetti (spaghetti o maccheroni con salsa di pomodoro) most often manufactured commercially and made without eggs.

Another basic difference in cooking styles of the two regions is the use of butter in the North and of olive oil in the South for cooking purposes.

5. Each of the Italian regions has its own traditions and its own distinctive way of preparing food.

Typical foods of Italian regions:

a) SICILIA E SARDEGNA - the origins of Sicilian cooking is mostly Greek and of the Saracens.
caponata is a cold eggplant appetizer, vitella alla sarda, veal with tomato sauce and black olives; zabaione is a custard with marsala, cassata alla siciliana, a Sicilian cake with a chocolate frosting, cannoli, sweet pastry whose filling varies from place to place.

b) NAPOLI (Campania) - What the world knows as "Italian cooking" originated with the Neapolitans. They took along their native cuisine to the lands to which they emigrated thus, making it international: pizza (basically a word signifying any pie or cake) is a tomato pie with mozzarella, olive oil, prosciutto, peperoni, funghi etc.;
mozzarella in carrozza, is a deep fried cheese sandwich; bistecca alla pizzaiola, a pan fried steak with tomatoes and garlic.

c) ROMA (Lazio e Umbria) - This region has its own native cooking called: alla romana which can be eaten in its trattorie, osterie and tavole calde:
salsa all'amatriciana - It originated in the Sabine town of Amatrice and it is composed of tomatoes, onions and bacon;
porchetta alla romana - suckling pig stuffed with herbs and roasted whole; gnocchi alla romana, modern Romans still follow the ancient Roman custom of making these dumplings with flour instead of potatoes as it is the custom in other parts of Italy;
bruschetta (crustulum in Roman times), oil-soaked cake that was given free by the ancient Romans to its poor; carciofi alla giudia (artichokes Jewish style) among the most ancient and authentic of Roman vegetable dishes, originating in what was once the Jewish ghetto.

d) FIRENZE (Toscana) - This region was noted for its magnificent banquets during the Renaissance: Bistecca alla fiorentina, a marinated steak; fagioli toscanelli con tonno, beans and tuna salad to be served as part of an antipasto; cenci alla fiorentina o bugie, are deep fried sweet pastry.

e) BOLOGNA (Emilia-Romagna) - This is the gastronomic center of the north, here we have l'arte di mangiar bene:
lasagne pasticciate, baked lasagne with meat and cream sauce, ragù alla bolognese is a north Italian meat sauce, tortellini, pasta rings stuffed with chicken, cheese and prosciutto, brodetto di Ravenna or zuppa di pesce (Julius Caesar fortified himself with this brodetto before crossing the Rubicon). Reggio Emilia is the birthplace of the parmigiano cheese, used grated on pasta, rice and minestrone.

f) MILANO (Lombardia) the richest of the regions of Italy:
costoletta alla milanese a veal cutlet dipped in egg and bread crumbs and fried in butter. It originated in Milano and was later adopted by the Viennese.
Osso Buco braised veal shanks; risotto alla milanese is rice with saffron;
la brusecca, tripe boiled with vegetables;
il panettone is a cake with raisins and candied fruit peel. It is used at breakfast time with coffee. Motta and Alemagna are the two biggest producers of this cake. La colomba, same as panettone but with toasted almonds; il torrone a nougat candy eaten at Christmas (Natale). It takes its name from the 13th century campanile of Cremona: il Torrazzo. it is generally eaten at Easter time. Gorgonzola: a sharp, creamy, greenish cheese.

g) VENEZIA (Veneto) was the richest trading port of Europe during the Renaissance. Its wealth came from the monopolies in what were then rare foods: spezie, pepe, zucchero e caffè. The Venetians who introduced coffee to Western Europe are still famous for the way they prepare and serve this beverage from the black espresso to the cappuccino to the caffè alla Borgia which is coffee with apricot brandy and cinnamon (cannella). Some of the basic dishes of the region are:
polenta made from maize that generally accompanies fegato alla veneziana, calf liver with onions; risi e bisi, rice and peas; pan d'oro which is the most popular cake of the whole Veneto region.

h) GENOVA (Liguria) this is the city of the great navigator, men like Columbus (Cristoforo Colombo) and the admiral and statesman Andrea Doria. The cooking of this region is the result of the sailors. This region claims credit for inventing two dishes: minestrone, a vegetable soup, and ravioli, pasta squares stuffed with veal, pork and eggs. The legend is that ravioli developed on shipboard as a means of employing leftovers on long voyages. Pesto alla genovese is a sharp cheese paste with basil and garlic used on almost any dish.

i) TORINO (Piemonte) the mountain country and the vermouth capital of the world. Cicero mentions this aromatic wine in his works. The use of truffles (tartufi) and wine is the basis of the cooking of this region. La fondua o fonduta is the most famous dish of Valle d'Aosta (the Valley of Augustus) and it is made with fontina cheese and tartufi. A cousin of fonduta is found in both the Swiss and French Alps.
Bagna cauda is a hot anchovy and garlic dip for cold vegetables.
Dolce torinese, a chocolate dessert with almonds;
grissinitorinesi, breadsticks.

6. Italian wines - The Romans learned the art of cultivating vines from the Etruscans. Their first wine, mixed with egg, was Marsala (vinum palmaticum), and vermouth was later used in the Middle Ages for medicinal purposes.

a) The traditional beverage at mealtime is wine and it is used with different types of meals. Types of wine:

rosso	-	con carne
bianco	-	con pesce
rosato	-	con pollo o vitello

b) Aperitif (aperitivo) - Bitter Campari
c) Some areas and types of wine produced in Italy:

Lazio produces Frascati, Est! Est! Est! which is the pride of Roman wines;
Toscana - Chianti, Verdicchio, Orvieto, Brolio, Vino santo toscano;
Piemonte - Barolo, Asti Spumante, Barberesco, Freisa, Nebbiolo;
Lombardia - Bardolino, Grignolino
Veneto - Soave, Valpolicella, Bardolino
Campania - Lácrima Christi, Falerno, Gragnano

7. Italian words commonly used in English: antipasto, zucchini, chicken cacciatore, pizza, lasagna, pasta, spaghetti, macaroni, espresso, zeppole, cassata, tortoni, spumoni, peperoni, parmesan, broccoli.

Italian cheeses: Bel Paese, Fontina, Provolone, Gorgonzola, Parmigiano, Pecorino Romano, Ricotta, Mozzarella, Mascarpone.

VOCABULARY AND USEFUL EXPRESSIONS

i pasti
la colazione (la prima colazione)
il pranzo (la seconda colazione)
la merenda
lo spuntino
la cena
l'antipasto (m.)
l'aperitivo (m.)
le portate (la prima portata)
il coperto
la lista delle vivande
il cameriere
il conto
la mancia
il ristorante
la trattoria
l'osteria (f.)
la cucina
la sala da pranzo
il tavolo
apparecchiare la tavola
pulire la tavola
la tovaglia per la tavola
la salvietta (il tovagliolo)
le stoviglie
le posate
il cucchiaio
il coltello
la forchetta
il piatto
il piatto grande (da portata)
il portavivande
il bicchiere
la bottiglia
la tazza
il pane (tostato, al burro)
la marmellata
il burro
il sale
lo zucchero
la crema
i cereali
il caffè (espresso)
il caffelatte
il cappuccino
il tè
il succo d'arancio
il succo di pompelmo
la spremuta di frutta

i legumi (gli ortaggi)
la verdura
l'insalata (f.)
le patate (fritte, al forno, ecc.)
i piselli
i fagiolini
i carciofi
gli asparagi
gli spinaci
la farina bianca (per la pasta)
la farina gialla (per la polenta)
la cipolla
il pomodoro
i peperoni
le carote
i fagioli
il riso
la pasta
gli spaghetti
le tagliatelle
le lasagne
i ravioli
i tortellini
i cannelloni
la salsa (alle vongole, alla bolognese, al pomodoro, ecc.)
la zuppa
la minestra
il minestrone
il brodo
il prosciutto
le frittelle
la carne (di manzo, di vitello, di agnello, di maiale)
la bistecca
la costoletta
il bollito
le scaloppine
la carne tritata
le polpette
il fegato
l'arrosto (di manzo, ecc.)
la salsiccia
il pesce
i gamberi
gli scampi
l'aragosta
le vongole
le cozze
i filetti di sogliola
il pollo
il coniglio

le uova
la frittata
l'olio
l'aceto
il formaggio (grattugiato, da tavola)
la frutta
la mela
la pera
le fragole
l'uva (f.)
le ciliege
la banana
la macedonia di frutta
la bibita (la bevanda)
il vino
il liquore
la birra
l'acqua minerale (di seltz, ecc.)
il latte
l'orzata
il gelato
la cioccolata
la cassata
la granita
il dolce
la torta
i biscotti
le gallette
i dolciumi
le caramelle

un chilo (mezzo chilo)
cento grammi
un ettogrammo
una dozzina (mezza dozzina)
un litro (mezzo litro)

adj. { Buono, Delizioso, Squisito, Saporito }

avere fame (sete)
alla carta
a prezzo fisso
cibo in scatola (in latta)
eccolo qui
eccolo là
caffè solo
mangiare del pane
bere una spremuta
fare la spesa (le spese, le compere)
andare a comprare
andare a pranzare
andare a cenare
fare i piatti (la cucina, ecc.)
cucinare
fare la dieta
gelato al cioccolato (alla vaniglia, ecc.
Che cosa desidera?
Mia dia la lista delle vivande
Mi porti il conto
A che ora si pranza?
C'è qualcos'altro?
Questo coltello e' sporco.....
Mi dia una forchetta pulita
Buon appetito!
Grazie. Mille grazie.
La ringrazio molto.
Prego.
Non c'è di che.
Per favore...
Quanto si deve lasciare di mancia?
Pago alla cassa, o, il cameriere?

In tutt' Italia si dice cosi:
Sette cose fa la zuppa:
cura fame e sete attuta,
empie il ventre,
netta il dente,
fa dormire,
fa smaltire,

A Bologna:
Ricevetti lo zampone e lo mangiai e la guancia colorii -
ricevetti il lambrusco e lo bevei,
squisito il primo e di Rossini degno

DEVELOPMENTAL QUESTIONS

QUESTION	GRAMMATICAL REFERENCE
1. Ti piace il caffè? (l'espresso, il cappuccino, il caffelatte, il latte, ecc.)	a) Uso dell'articolo determinativo il, lo, i, gli, la, le, l' - b) Vocaboli degli alimenti c) Modo di dire ti piace, mi piace
2. Vuole della verdura? (del formaggio, della frutta, dell'insalata)	a) Presente del verbo volere b) Uso dell'articolo partitivo: del, dei, delle, della c) Vocaboli degli alimenti
3. Che cosa prende per la colazione? (per il pranzo, per la cena)	a) Presente del verbo prendere b) Vocaboli: pasti e alimenti c) Preposizione per d) Pronomi interrogativi: che? che cosa?
4. A che ora si pranza? (si cena, si fa colazione, si prende l'aperitivo, si fa lo spuntino) Hai fame? Hai sete?	a) Ripasso dell'ora b) Forma impersonale: si pranza, si cena, ecc. c) Contrasto culturale fra un pranzo americano ed un pranzo italiano d) ripasso presente del verbo avere -
5. Chi prepara il pranzo da Luigi? Chi prepara la tavola da te? Chi prepara la minestra da Lei? ecc.	a) Pronome interrogativo chi? b) Uso generale del verbo preparare c) Uso della preposizione da con il significato di in casa di
6. Con chi pranzi? (ceni, fai la colazione)	a) Pronome interrogativo chi? in frase preposizionale: con chi? b) Presente di cenare, pranzare, fare la colazione
7. Chi fa i piatti in casa tua? (fa il pollo arrosto, la cucina, la spesa, ecc.	a) Modo di dire con il verbo fare b) Aggettivi possessivi mio, tuo, ecc. c) Modo di dire in casa
8. Mangi molto di mattina?	a) Presente del verbo mangiare b) Avverbi molto, poco, troppo c) Modi di dire: di mattina, di sera di pomeriggio, di notte
9. Quanti coperti ci sono sulla tavola? (piatti, posate, tazze, bicchieri, ecc.)	a) Uso di c'è, ci sono b) Preposizione articolata sul, sulla c) Pronome interrogativo quanto, quanti d) Vocaboli: le stoviglie

QUESTION	GRAMMATICAL REFERENCE
10. Che cosa desideri mangiare? (bere, cucinare, fare, comprare, ecc.)	a) Presente del verbo desiderare b) Uso dell'infinito dopo un verbo c) Pronome interrogative che, che cosa? d) Ripasso del verbo fare e) Ripasso dei verbi in are, ere
11. Con chi pranzi a scuola?	a) Pronome interrogativo con chi? b) Modo di dire: a casa, a scuola, al ristorante, al cinema, ecc.
12. C'è del gelato al cioccolato? (alla vaniglia, al limone, ecc.)	a) Uso dell'articolo partitivo del, della, ecc. b) Preposizione articolata al, alla c) Uso di c'è, ci sono d) Vocaboli degli alimenti
13. Chi apparecchia la tavola? (sparecchia, sbarazza, prepara, pulisce)	a) Pronome interrogativo chi? b) Verbi in are c) Presente del verbo pulire

GRAMMATICAL STRUCTURE (See note in Unit 5)

1. Articles

a) Review of the definite articles: il, lo, i, gli, la, le, l'
b) Prepositions with definite articles: sul, sulla, ai, alla

c) Partitive
   Simple affirmative: Voglio della frutta
   Simple negative: Non voglio della frutta
d) With parts of the day: Di mattina io faccio una passeggiata (di pomeriggio, di sera, di notte)

2. Verbs

a) Review present tense of regular verbs, such as: mangiare, pranzare, cenare, cucinare, desiderare, comprare, preparare, vendere, etc.
b) Imperative forms as needed for oral recognition:
Mi porti la lista delle vivande. Mi dia il conto.
Mi dia una bistecca ai ferri.
c) Complementary infinitive with desiderare, fare, volere etc.
d) Idiomatical expressions: andare a mangiare, andare a pranzare,
e) Ti piace? Le piace? mi piace, followed by noun and infinitive.
f) Impersonal forms: Si pranza, si cena

3. Adjectives

a) Common limiting adjectives such as: molto, poco, troppo, etc.

4. Interrogatives

a) Such interrogatives as : Chi, con chi, che cosa, quanti

5. Numerals

a) Cardinals 21 to 100

READING

It is suggested that the teacher choose from the texts he is using appropriate selections related to the situational theme. Appropriate readings may include dialogues, short passages, recipes, menus, newspaper and magazine articles or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

SUGGESTED PROCEDURES

1. Review colors, size and numbers.
2. Present new vocabulary words and expressions using realia such as pictures from magazines, the actual object, plastic models, transparencies on the overhead projector, pictures created by students, sketches drawn by the teacher on the board.
3. Ask students to tell what their favorite foods are.
4. Games
   a) Bingo (Tombola) game
   b) Regional food game: the teacher lists all the regions of Italy on the board. The class is divided into two teams. The student who correctly names the food for which the region is famous advances his team ten points. The first team to score 100 wins.
   c) Shopping game: the students make a shopping list asking one another this question: Che cosa compri oggi al mercato?
5. Have students dramatize eating at an Italian restaurant in Roma, Napoli, Firenze, Milano, etc.
6. Have students describe a picture of a table scene or a restaurant scene.
7. Create a food market in which the students role-play the seller and the buyer.
8. Have students post the school cafeteria menu in Italian.
9. Have a student call a friend on the telephone to invite him to dinner and then describe the meal in detail.
10. Give simple descriptions in Italian of the foods mentioned. These may be given for oral comprehension practice or in writing for reading comprehension practice.
11. Record the following activities of the students (using a reel to reel tape recorder, a cassette recorder or the language laboratory): dramatizations of dialogues, reading of passages, recitation of poetry, singing of songs.

ENRICHMENT ACTIVITIES

1. Bring in samples of typical Italian foods: pizza, grissini, Italian bread, panettone, torrone, amaretti, cioccolatini Perugina, caramelle, etc.
2. Have an Italian breakfast in class.
3. Take students to an Italian restaurant.
4. Decorate a part of the classroom to look like an Italian restaurant.
5. Have students create restaurant menus.
6. Have the class meet in the Home Economic room to prepare an Italian dish.
7. Use the following suggested film from VIAGGIO IN ITALIA:
   La Cucina Italiana - Italian language film which shows the foods of the various regions of Italy.
8. Prepare a bulletin board of pictures dealing with foods.
9. Show other departmental films, filmstrips, pictures, etc. Excellent commercial films can be rented for a nominal fee.
10. Plan a field trip to an Italian restaurant - to an Italian Pizzeria.

TESTING

1. Picture test (rexo sheet, transparency projection or model)

   a) Vero/Non è vero
   b) Che cosa è questo?
   c) È il tovagliolo o la tazza?

2. Oral and written answers to oral questions.

3. Oral or written questions to test vocabulary:
   Si mangia la carne con una forchetta o (con) un coltello?

4. Free Composition: the student describes a meal using the outline given by the teacher.
   Che cosa c'è sulla tavola?
   Mi siedo a tavola (Con chi? Quando? A che ora? Dove?)
   Mangio (Che cosa? minestra, carne, etc.
   Bevo (Che cosa? vino, birra, acqua, etc.)

5. The teacher or a student reads a line of a dialogue and students give correct oral or written rejoinder.

6. Picture Stimulus Test. Student selects a picture and prepares 5 written or oral sentences to describe it.

7. Cued Response Test.

8. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms and antonyms.

Situational Theme: Italian, Level I

Theme No. 3: UNA PASSEGGIATA PER LA CITTA

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in Italian. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

Basic Objectives Of This Unit

1. To familiarize the students with the necessary Italian vocabulary and expressions to enable them to get around successfully in an Italian city.

2. To acquaint the students with the various modes of local transportation in a typical Italian city and to contrast them with those in New York City.

3. To familiarize the students with important places of interest in Rome and to compare them with places of interest here in New York.

4. To teach and provide practice in the uses of such grammatical structures as are needed in consonance with the above objectives.

METHODS AND MATERIALS

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and abilities of the students.

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

TIME SEQUENCE

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each themal unit when Level I is covered in one year.

If Level I is covered in two years, as is the case in the 7th and 8th grades, then eight to ten weeks should be the appropriate time span.

In the Intermediate Schools, where Level I is covered in three years, then twelve to fourteen weeks should be allocated for this unit.

CULTURE

Cultural information that is relevant to the situational topic should be presented within the unit. Items presented in the foreign language are samples of actual presentations which the teacher can make to a level I Italian class. The suggested topics to be treated in this unit are:

1. MEZZI DI TRASPORTO

Inexpensive modes of transportation are readily available in Italy.

a. L'autobus (or omnibus) - City buses in Italy are generally painted in light and dark green. Passengers enter the bus from the rear door. The act of entering a bus often becomes a contest of who will get there first. Italian character is such as not to allow an individual to wait patiently on line for a bus.

b. Il tranvai or tram - In Italia il tranvai è ancora un mezzo di trasporto in uso.

c. Il filobus - Il filobus è un autobus elettrico.

d. La metropolitana - In Italia è di uso recente e perciò i treni e le stazioni sono molto moderni. La metropolitana è in uso nelle citta più grandi come Roma, Milano e Napoli.

e. La ferrovia - È il mezzo di trasporto più comune e meno costoso. Ci sono due classi, la prima e la seconda.

f. Il tassì - generalmente i tassì italiani sono verdi con una striscia nera.

g. L'automobile (l'auto o la macchina) - la marca più comune e la FIAT. Altre marche sono l'ALFA ROMEO, la FERRARI, la LANCIA, l'AUTOBIANCHI, l'AURELIA.

h. La bicicletta, la motocicletta, (o moto), la vespa. Velocipidi a due Ruote Usati per sport o come mezzo di trasporto.

i. Linee aeree, l'aeroplano - ALITALIA (Internazionale); TRASPORTI ITALIANI (BM) è la linea aerea domestica.

j. La Funicolare - a cable railroad used to climb mountains. Ferrovia a gran pendenza, messa in azione da funi.

k. La Seggiovia - a chair lift used to climb to the top of Vesuvio. Mezzo di trasporto usato in montagna: composto di seggiolini sospesi a funi scorrenti, e serve a superare dislivelli evitando lunghe e faticose salite.

2. SEGNALI DI CIRCOLAZIONE (o segnali stradali)

Alt!	- Stop
Attenzione	- Caution
Avanti	- Go
Pericoloso	- Danger
Divieto di sosta	- No parking
Divieto di sorpasso	- No overtaking
Senso Unico	- One way
Cedere il passo	- Yield right of way
Vietato	- Prohibited
Pedoni	- Pedestrians
Lavori in corso	- Work in progress
Curva pericolosa	- Dangerous curve
Pedaggio	- Toll
Strada Interrotta	- Road closed
Autostrada	- Motorway

Il semaforo is the traffic light.

3. LA PIAZZA - public square

a. I venditori ambulanti - Street venders. In the main square of most towns, one generally finds street venders selling pictures, postcards, souvenirs and flowers.

b. Nel centro di una piazza generalmente è una fontana o un monumento o ci sono giardini con fiori.

c. Chioschi - Kiosks.

Nelle piazze principali e nelle strade delle città italiane ci sono chioschi dove si vendono giornali, riviste e libri.

d. Tabaccherie - (Negozio di sale e tabacchi).

In Italy tabacco products, salt, matches and stamps are bought in a special store called tabaccheria because these products are state monopolies.

e. Il lotto (la lotteria) - tickets for the lottery are sold in special shops called botteghini and also in the tabaccherie. The proceeds are used to support the Italian armed forces.

4. ROMA: LUOGHI DI INTERESSE

Roma, la Città Eterna, è la capitale d'Italia ed è situata vicino al Tevere ed al Mar Tirreno.

MONUMENTI DELL'ANTICA ROMA

Foro Romano - centro dell'antica Roma.
Originally it was a market place. However, later it became the political and juridical center of the capital.

Colosseo - The most important monument of ancient Rome. The ancient Romans went to this arena to watch gladiators battle each other or fight wild animals.

Mercati di Traiano - The first concept of our modern supermarket. It consisted of various shops located on different floors thus bringing together butchers, grocers and dealers in fresh produce.

Pantheon - Originally a Roman Temple. Now it contains the tombs of the Italian monarchs, Vittorio Emanuele II, Umberto I, Margherita di Savoia and of the famous Renaissance painter, Raffaello.

Terme di Caracalla - Ruins of ancient Roman Baths. Today, during the summer months, the Romans go to the Terme to enjoy outdoor operas.

MONUMENTI DI ROMA CRISTIANA (Christian era monuments)

Catacombe - The catacombs were underground passages used by the early Christians as hiding and meeting places during periods of persecution.

CITTA DEL VATICANO

Piazza San Pietro - This elliptical-shaped square is considered as Bernini's masterpiece. On special occasions large crowds gather here to hear the Pope speak.

Basilica di San Pietro - This is the world's largest Christian church. Its magnificent dome was designed by Michelangelo.

Musei del Vaticano - Contain the finest collection of ancient relics and works of art in the world. One can admire the paintings of Raffaello, the Cappella Sistina famous for its magnificent frescos by Michelangelo.

Palazzo del Vaticano - È la residenza del Papa.

PALAZZI - Palaces

Palazzo Farnese - One of the most beautiful examples of Renaissance architecture. Its construction was started by Sangallo and completed by Michelangelo.

Palazzo Venezia - It was the former office of Benito Mussolini, is now an art museum.

Palazzo Quirinale - Originally a summer residence of the Popes, later it became the Italian Royal Palace. Now it is the residence of the Italian President.

MUSEI - Museum

Museo Capitolino - The Capitoline Museum contains fine sculptures of ancient Rome.

Museo e Galleria Borghese - Includes works by almost every master of the Renaissance.

Galleria Nazionale d'Arte Moderna - Contains masterpieces dating from the 1800's to the present.

Museo Nazionale di Villa Giulia - Has a splendid collection of art from central Italy dating from Etruscan times.

CHIESE - Churches

Basilica di Santa Maria Maggiore - Saint Mary Major's Church. It is a fine example of romantic architecture. It is believed that its ceiling was decorated with the first gold arrived from Peru.

Basilica di San Giovanni in Laterano - Saint John in Lateranus Church and its palace were the first residence of the popes.

Church of Trinità dei Monti - This church with its Spanish steps is one of the finest examples of Roman Baroque architecture.

PIAZZE - Squares

Piazza Colonna is located right in the heart of Rome. It is the busiest place in the city with its banks, hotels, shops, office buildings, restaurants and hotels.

Piazza Venezia - It is the geometric center of the city.

Piazza Navona - It contains three beautiful fountains. During the Christmas season, it fills up with people shopping for toys from the typical stands placed there for the occasion.

Piazza del Popolo - Is one of the most majestic and best designed of Roman squares. Via del Babuino, il Corso and via Ripetta, three major Roman arteries, converge here.

FONTANE - Fountains

La Fontana di Trevi - Is the most familiar to tourists who believe that by tossing a coin in its waters, they will someday return to Rome.

La Fontana della Barcaccia - is in the center of Piazza di Spagna. It is the work of Pietro Bernini.

Fontana delle Naiadi - in Piazza dell'Esedra. It is decorated by bronze statues of the Naiads.

Fontana del Tritone - in Piazza Barberini is the work of Bernini.

STRADE - Streets

Via Flaminia - ancient Roman highway. It connects Rome with Rimini.

Via Appia Antica - The most famous of ancient Roman roads and archeologically the most important one. It is lined with many tombs and monuments.

Via Veneto - Is the most elegant of Rome's streets. It is lined with fashionable shops and cafes frequented by celebrities.

Via Condotti - is one of Rome's most picturesque streets and it is the meeting place of artists from all over the world.

PARCHI - Parks

Villa Borghese - Is the largest park in Rome. It also has a large zoo.

Il Pincio - From here one can enjoy the panorama of the city as well as some of the most breathtaking sunsets.

Villa Medici - Is one of the most charming of Roman parks.

VOCABULARY AND USEFUL EXPRESSIONS

albergo

angolo

autostrada

biblioteca

casa

chiesa

città

edificio

giardino pubblico

grattacielo

marciapiede

mercato

museo

stradale

parco

quartiere

strada

supermercato

l'aeroplano

l'autobus (l'omnibus)

l'automobile

la bicicletta

la macchina

la cammionetta

il filobus

la metropolitana

il tassì

il tranvai (il tram)

il treno

l'autista

il baule

il biglietto (di andata,
di andata e ritorno)

il biglietto d'entrata

la carta topografica (geografica)

la cassa

il cassiere

la coincidenza

il facchino

la fermata

la ferrovia

la gomma

l'indirizzo

la mancia

l'operaio

la passeggiata

il pedone

il posto

il rumore

la ruota

lo scontrino

il semaforo

la stazione

l'uscita

la valigia

il viaggio

ADJECTIVES

caro, costoso

comodo

lento

piano

pieno

rapido

vuoto

VERBS

abitare

andare

arrivare

aspettare

attraversare

camminare

correre

costare

entrare

essere

fermarsi

guidare

partire

passare

passeggiare

prendere

ritornare

salire

scendere

tornare

trovare

uscire

viaggiare

visitare

volare

davanti (a)

dentro

dietro (a)

dove

dovunque

fra

in

là

lontano (da)

quì

presto

sopra

sotto

sotto (di)

verso

vicino a

presso a

andare a piedi

fare una passeggiata

fare la coda (fila)

fare un giro (in bicicletta, in macchina, etc.)

stare in piedi

del mattino (di mattina)

della sera (di sera)

del pomeriggio (di pomeriggio)

poco a poco

tutti i giorni

ogni giorno

dappertutto

USEFUL EXPRESSIONS

a buon mercato

a destra

a sinistra

in casa

andare a casa

1. ARTICLES
   a) Review contractions with in and di
   b) Use with nouns such as la 42ma strada, la scuola media, ecc.

2. ADJECTIVES
   a) Review common limiting adjectives such as molto, poco, tutto, troppo, altro, ecc.
   b) Review agreement of adjectives.

3. INTERROGATIVES
   a) Review: come, quando, dove, perchè, quale, chi, quando, che, ecc.

4. NEGATIVE
   a) Placement of non

5. VERBS
   a) Review present indicative of regular verbs
   b) Present Tense of the irregular verbs: venire, stare, salire, andare, potere, essere
   c) Review complentary infivitive (with potere, volere, ecc.)
   d) Review: use of piacere, e.g. Le piace? ti piace? mi piace le piacciono, ti piacciono, mi piacciono
   e) Idioms with andare: andare a piedi, andare a cavallo, ecc.
   f) Idioms con stare: stare in piedi, stare seduto

6. NUMERALS
   a) Review cardinal numbers 1-100

7. TIME EXPRESSIONS
   a) Review telling time
   b) Dates, months, seasons
   c) Dates

DEVELOPMENTAL QUESTIONS

QUESTION	
1. In che strada è la sua casa?	a) Essere + presente irregolare Nomenclatura: la strada, la via, il corso
2. È vicino o lontano da quì?	a) contrasto fra lontano e vicino b) contrasto fra quì e là
3. Come viene Lei a scuola?	a) Venire + presente irroglare
4. A che ora prende Lei l'autobus? A che ora arriva l'autobus (la metropolitana)?	a) Le ore - ripasso b) Ripasso dei verbi regolari della I e II Coniugazione: are e ere c) Ripasso degli articoli determinativi
5. Qual'è il numero dell'autobus?	a) Ripasso dei numeri b) Nomenclatura dei mezzi di trasporto c) Uso dei pronomi interrogativi d) Preposizicni, articoli: del, dell', delle
6. Da dove si sale nell'autobus?	a) Forma riflessiva impersonale: si sale, si entra, si esce, ecc. b) Preposizione in + articolo determinativo nel, nella, nell'+vocale
7. Le piace stare in piedi nell' autobus?	a) Ripasso del verbo piacere + infinito b) Ripasso del verbo irregolare stare c) Modo di dire: stare in piedi, seduto, ecc.

8. **Prende Lei un tassì per andare a casa? (ritornare)**	a) Preposizione per + infinito
9. Dove si trova la Stazione Termini?	a) Presente indicativo del verbo trovare b) Nomenclatura: la stazione, l'aeroporto, l'ufficio postale, la banca, ecc.
10. **Perchè le piace la metropolitana?**	a) Preposizioni interrogative: perchè? per che cosa? ecc. b) Ripasso della forma negativa
11. Quanto costa il biglietto del treno per Roma?	a) Ripasso del verbo costare b) Nomenclatura: il biglietto del treno dell'autobus, ecc. c) Preposizioni articolate: del, davant alle consonanti, dell'davanti alle vocali, dello
12. Dove si prende l'autobus numero dodici?	a) Preposizione interrogativa: dove? b) Forma riflessiva impersonle: si prende, si viaggia, ecc.
13. Dove si scende per andare in Piazza San Pietro?	a) Contrasto di salire e scendere b) Modo di dire: andare in piazza, andare in chiesa, alla scuola, ecc. c) Ripasso del verbo irregolare andare
14. Si può andare a piedi?	a) Presente indicativo del verbo irregolare potere b) Ripasso modi di dire: andare a piedi (a (a cavallo, ecc.)
15. Le piace andare a piedi o in bicicletta?	a) Ripasso del verbo pi piacere Le piace? Mi piace b) Modo di dire: andare a piedi, in bicicletta, ecc.

SUGGESTED PROCEDURES

1. Ask students to tell how they get to school.
2. Ask students to tell how they travel to places of interest in New York City.
3. Ask students to dramatize asking for directions and giving the answers. (Giri a sinistra, attraversi la strada, vada sempre diritto, si fermi qui).
4. Show pictures of various modes of transportation and ask students to tell the advantages (rapido, veloce, comodo, costa poco, è conveniente, è costoso, ecc.)
5. Ask the student to give the location (vicino a, lontano da, all' angolo, al centro della città) of various places of interest.
6. Using a reel to reel tape recorder, a cassette recorder or the language laboratory, make recordings of the following activities of the students: dramatization of dialogues, reading of passages, recitation of poetry and singing of songs.
7. Show personal slides and tell about your experience while traveling in Italy.
8. Review the 24-hour clock.
9. Post street signs of some of the major Roman streets.
10. Give students an unmarked map of Rome and have them fill in the names of the most important churches, avenues, squares, etc.
11. Have students draw a large map of Rome for a bulletin board, using post cards or cut-outs to indicate the location of the major attractions. The best way to make an accurate map is to use the opaque projector and project a map of Roma directly onto a bulletin board covered with construction paper.
12. Have the students act as guides on a bus tour and point out major points of interest to a group of tourists.

ENRICHMENT ACTIVITIES

1. Take the students to museums, the Italian Consultate, the Italian Tourist Office, the U.N., Italian films, etc.
2. Show film (BAVI) from VIAGGIO IN ITALIA, LA MIA VITA IN CITTÀ.
3. Show other films purchased or rented.
4. Make a bulletin board of pictures of Rome.
5. Teach songs like "ARRIVEDERCI ROMA" "SOTTO IL CIELO DI ROMA" "STORNELLI ROMANI".
6. Using large cardboard cartons, hafe students construct their own classroom kiosko. Post announcements of school events, foreign language news articles, etc.
7. Proverbs: Tutte le strade portano a Roma.
   Roma non fu fatta in un solo giorno.
   Chi va piano, va sano, e va lontano.

Theme No. 4 ANDIAMO A FARE DELLE SPESE

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in Italian. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

Basic Objectives of This Unit

1. To familiarize the students with the necessary Italian vocabulary and expressions to enable them to make a variety of purchases with ease.
   a. To acquaint students with the various types of stores.
   b. To enable the students to handle monetary transactions.
   c. To acquaint students with the different systems of designating clothing sizes.
   d. To equip students with the necessary vocabulary to discuss the similarities in dress and hairstyles appropriate to various social occasions.

2. To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the class.

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

Time Sequence

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each themal unit when Level I is covered in one year.

If Level I is covered in two years, as in the case in the 7th and 8th grades, then eight to ten weeks should be the appropriate time span.

In the Intermediate Schools, where Level I is covered in three years, then twelve to fourteen weeks should be allocated for this unit.

Culture

Cultural information that is relevant to the situational themes should be presented within each unit. The suggested topics to be treated in this unit are:

1. The monetary unit is the lira. Paper denominations are issued for 500, 1000, 5000, 10,000, 50,000, 100,000. Coins are of 5, 10, 20, 50, 100 and 500 lire.
2. Foreign notes, travelers checks (assegni per viaggiatori) and other negotiable letters of credit are purchased by Italian banks at the current lira rate of exchange (approximately 645-655 lire to the dollar).
3. At the poste e telegrafi, letters are weighed and francobolli (stamps) and vaglia (money orders) are bought. Local and long distance telephone calls are made and received from the cabine-telefoniche (phone booths). Gettoni (tokens) are purchased to make the local calls. They cost 50 lire and are sold at newsstands, tobacco shops and "bars" (coffee shops).

4. Italians prefer to shop for groceries on a daily basis. They go mainly to the generi alimentari and to the mercato. However, in recent years the supermercato has become very popular.

5. Daily visits are also made to la panetteria (the bakery), la pasticceria (pastry shop), la salumeria (pork store), la macelleria (butcher shop) and la latteria (dairy store) to assure that all will be fresh for il pranzo.

6. Cigarettes can only be bought at the tabaccheria (tobacco shop). Fiammiferi (matches) must be paid for. Both tobacco and matches are government moncpolies.

7. For the Italian il centro (the center of town) is not just the business district. It is also an area which can provide some pleasant hours of relaxation, a place to which they can go for a walk, do some window shopping, exchange greetings with friends.

8. English is understood in most shops in large towns and tourist centers. Chain stores such as La Rinascente, Ubim, Manazzini Standa, and Coin are to be found in almost every town.

9. In Italy, the floor above il piano terra (the ground floor) is the primo piano. (the first floor). Thus, the third floor in New York is the secondo piano in Italy.

10. Shops are open in the morning from 8:30/9:00 to 1:00 P.M.; in the afternoon from 3:30/4:00 to 7:30/8:00 P.M. with some variation in Northern Italy (Milan, Turin) where the lunch break is shorter and shops close early.

11. Italian fashions have now established a place for themselves in the world market. The principal fashion centers are Turin (the Paris of Italy), Milan, Florence and Roma, and seasonal shows of model clothes, hats, and furs which are held there have become international in character and attract designers and buyers from all over the world.

12. Some fashion exhibitions: a) Rome-Florence - Presentation of the latest fashions in January and July; b) Turin - Clothing salon and sale in April; c) Venice - International Center of Arts and Costume.

13. Top name designers in Italy today are Schubert, Pucci, Valentino, Gattinoni and Capucci.

14. Almost every household in Italy has la lavatrice (washing machine). The tintoria (cleaning and pressing) and the lavanderia (laundry) are found in every quartiere (neighborhood).

15. The difference between American sizes and Italian taglia and misura should be explained.

16. Italy's industrial export products consist mainly of textiles, such as cotton threads, wool yarns, wool, silk, hemp and artificial threads.

17. The town of Como is famous for its silk industry.

18. Women on the island of Burano make fine laces by hand.

19. As a rule, men go to il barbiere (the barber's) for a haircut and women go to il parrucchiere regularly.

20. Italians like to dress in the latest fashion (di moda) and they are interested in qualità and not quantità.

Le Taglie e le Misure

a) Donne

1. Cappotti e vestiti:

Gli Stati Uniti	8	10	12	14	16	18	20
L'Italia	38	40	42	44	46	48	50

2. Calzature:

Gli Stati Uniti	5-5½	6-6½	7	7½	8	8½	9
L'Italia	35	36	37	38	38½	39	40

3. Camicette e maglioni:

Gli Stati Uniti:	30	32	34	36	38	40	42
L'Italia	38	40	42	44	46	48	50

b) Uomini:

1. Soprabiti e vestiti da uomo:

Gli Stati Uniti:	36	38	40	42	44	46
L'Italia	46	48	50	52	54	56

2. Calzature:

Gli Stati Uniti	8	8½-9	9½-10	10½-11	11½-12	12½
L'Italia	41	42	43	44	45	46

3. Camice:

Gli Stati Uniti	14	14½	15	15½	16	16½
L'Italia	36	37	38	39	40	41

VOCABULARY AND USEFUL EXPRESSIONS

l'abbigliamento	la maglia	il bastone
il vestito (la veste)	la giacca	il tessuto
l'abito	la gonna	la lana
il cappotto	la camicetta	il cotone
il soprabito	la cintura	la seta
l'impermeabile	il bottone	il cuoio
il costume	la manica	la pelle
i pantaloni	il colletto	il guanto
i blue-jeans	la tasca	un paio di guanti
il gilè (il panciotto)	la camicia da notte	gli occhiali
la camicia	il pigiama	la scarpa (da gomma)
la cravatta	il costume da bagno	(da tennis)
il maglione	il fazzoletto	la calzatura
il pullover	l'ombrello	il sandalo

la pantofola	la cassa	cercare
lo stivale	il denaro	trovare
la calza	la moneta	decidere
la borsetta	la lira	detestare
la borsa	l'assegno	scegliere
il portafoglio	il vaglia	guardare
il cappello	il commesso	bello (a)
il berretto	la commessa	brutto (a)
la sciarpa	il piano	è di moda
lo scialle	il piano terra	elegante
il gioiello	l'ascensore	caro (a)
l'anello	la scala (mobile)	a buon mercato
l'orecchino	giù in città	corto (a)
la collana	al centro	lungo (a)
il braccialetto	l'entrata	altro (a)
l'orologio da polso	l'uscita	nuovo (a)
l'oro	spingere	vecchio (a)
l'argento	tirare	tutto
il barbiere	portare (indossare)	poco
il parrucchiere	provare	molto
la banca	mettere	troppo
la bottega	abbottonare	mi piace
il negozio	togliersi	mi piacciono
i grandi magazzini	comprare	desidera
il banco	pagare	vorrei
la vetrina	spendere	mi mostri ...!
il prezzo	costare	avere bisogno di
il saldo	vendere	fare le spese

in che posso servirla

è proibito fumare

è proibito toccare la merce

Developmental Questions

NOTA BENE

In preparing these units around a specific theme, it has been necessary at times to use some structures which would normally be taught at a later time. When you encounter these structures in the Developmental Questions, please note that they are to be taught in context only and only as needed in the particular situation. They will be thoroughly treated at the appropriate time.

Question	Grammatical and/or Cultural References
1. Di che colore è la giacca di Carlo?	a) Review adjectives of color - placement and agreement b) Plural of bianco c) Review essere d) Review use of di to show possession e) Begin articles of clothing
2. Le piace la scarpa? Le piacciono le tasche?	a) Use of Le piace, Le piacciono b) Articles of clothing c) Review plural of nouns in o, a, and e d) Plural of nouns in co, ca
3. Che cosa porta Lei quando piove? Che cosa porta Lei in estate?	a) che cosa, quando b) Review weather c) Review seasons

4. Ecco una cravatta elegante. La desidera?	a) Adjectives - position and agreement b) Object pronouns lo, la, l', li, le c) Review are verbs
5. Di che è il cappello? Cerca i guanti di lana o di cuoio?	a) di che b) fabrics, materials c) Orthographic changing verb cercare d) Mention textiles exported by Italy
6. Quanto costa .....? Qual'è il prezzo?	a) Review numbers 1-100 b) Present numbers 100-1000 c) Omission of article with cento, mille d) Orthographic changing verb pagare
7. Che cosa vuole dal macellaio?	a) volere (recognition only) b) Discuss different types of shops
8. Quali città sono centri di moda?	a) quale - quali b) Mention cities known as fashion centers and exhibitions held there c) Fashion designers
9. Che cosa trova Lei nei grandi magazzini?	a) Vocabulary review of names of shops, articles of clothing b) Mention the names of the department stores in Italy
10. Per piacere, mi dia (mi mostri) un anello? Ecco un anello.	a) Vocabulary on jewelry b) oro, argento c) Review parts of the body d) Irregular plurals - il dito - le dita; il braccio-le braccia; la mano-le mani

11. Come Le va questo cappotto?	a) mi va ...
	b) bene, male
	c) largo (a), larghi (e)
	d) Present other adjectives
12. Qual'è la Sua misura (taglia)?	a) Review numbers 1-100
	b) Sizes in Italy
	c) Use of possessives
13. Che cosa vende il panettiere?	a) Practice use of che cosa
	b) Vocabulary building - names of shops and professions
	c) Review ere verbs
14. Dove va per comprare le sigarette?	a) dove
Vado alla tabaccheria!	b) Irregular verb - andare a
Compro il latte. Dove sono io?	c) Contractions of a and the definite articles
	d) Mention government monopoly on tobacco and matches
15. Chi fa le spese nella Sua famiglia?	a) irregular verb - fare
	b) Chi
	c) Review family members
16. Quando va al mercato Lei?	a) Review andare a
A che ora apre il supermercato?	b) Review days of the week
	c) Mention the time that shops are open
	d) Review ire (o) verbs
17. Che cosa desidera comprare per le feste?	a) Vocabulary building
	b) Desiderare and the infinitive
Che regalo gradisce Lei?	c) Review ire (isco) verbs

18. Quale vino preferisce, il bianco o il rosso?	a) preferire b) Review quale c) Review adjectives of color
19. Di che ha bisogno Lei quando piove?	a) aver bisogno di b) Review weather
20. Ha bisogno di un gettone per il telefono?	a) Use of gettone - cost, where it is purchased
21. Per andare al ... piano, prendo ...	a) Ordinal numbers 1-20 b) ascensore, la scala (mobile)
22. Quante giacche ci sono nella classe?	a) Uses of quanto b) C'è, ci sono
23. È a buon mercato questo?	a) a buon mercato b) caro - review position and agreement of adjectives c) non...mai d) Demonstrative pronouns - questo, quello
24. Se ... costa(no) ... lire, quanto costano ...?	a) Review cardinal numbers b) Review uses of quanto

Grammatical Structures

Level I has been divided into six culturally oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a sine qua non. The teacher should be selective in the choice of structures which he develops within this thematic unit, basing his decision on those structures already mastered by his students.

It is suggested that the teacher give classroom directions in Italian at all times.

1. Articles

   a) Review of di to show possession

   b) Review contraction of a and the definite articles

   c) Omission with cento and mille

2. Nouns

   a) Review formation of regular plurals

   b) Formation of plurals of nouns ending in co, go (For example: il banco, il tabacco)

   c) Formation of irregular plurals

      Examples: la mano - le mani; il braccio - le braccia; il paio - le paia; il dito - la dita; or as they occur

3. Pronouns

   a) Review of che cosa, chi, che

   b) Demonstratives questo, quello

   c) Direct object: lo, la, l', li, le

   d) quale

4. Adjectives

   a) Position of adjectives (colors) after the noun

   b) Review of agreement of adjectives ending in o and in e

   c) Plurals of adjectives ending in co and go (bianco, poco)

   d) Review of possessive adjectives

5. Negative

   a) Review non

   b) non...mai

6. Verb Structures

   a) Review present tense of three regular conjugations: affirmative, negative,

   b) interrogative

   b) Orthographic changing verbs: pagare, cercare, toccare

   c) fare le spese, andare

d) volere (recognition only)

7. Numerals

a) Review 1-100 for use in computing money transactions

b) Present 100-1000

c) Ordinal numbers (in relation to piano) 1st to 20th

SUGGESTED PROCEDURES

1. Introduce and drill clothing vocabulary using various forms of realia:

a) Magazine clippings, preferably from Italian fashion magazines to give clothing the "Italian touch."

b) overhead projector transparencies

c) bring in actual items of clothing

d) sketches on the board

e) puppets and/or marionettes

2. Ask students to describe what they are wearing, using colors and other adjectives such as bello, lungo, corto. Students may enjoy describing what fellow classmates are wearing.

3. Collect from magazines (or have students bring in) large, colorful pictures of people. You might use a picture of Santa Claus, a movie star, or a cartoon character. Have students describe the attire of the characters in the picture.

4. Have students read variations of a basic "shopping" dialogue, substituting different colors, clothing articles, sizes and prices.

5. Role-playing: Have students act out various scenes in an Italian department store. Use props and money. Some possibilities are:

a. going shopping for a birthday gift

b. trying to get service in a crowded store during the holiday rush

c. making up one's mind about which outfit to buy to the dismay of the commesso (commessa)

d. trying too hard to make a sale

e. window-shopping

f. T.V. commercial

g. placing an order by telephone

h. returning items in a department store

6. Show and Tell: students will bring in, show, and describe to the class clothing ads from Italian publications containing familiar words and expressions. Students can then create their own ads in Italian using familiar vocabulary.

7. Games

a. Chi porta ...? Have a student describe three items worn by a classmate, without revealing the person chosen. The first student to give the name of the person being described wins the round.

b. Money Transaction Game. The teacher says: "Il vestito costa 15 mila lire. Io do 20 mila lire al commesso." Students have to compute and give the correct change. Students may be divided into teams for this game. After several demonstrations, students may play the teacher's role.

8. Bulletin Boards

a. Have students bring in pictures of interesting or amusing characters, mount their pictures on construction paper, and add the following descriptive information:

Si chiama ...

Ha ... anni.

Porta .....) articles of clothing

.....) with descriptives

e .....)

Encourage students to use their imagination. They might want to design them as "Wanted" (Ricercato dalla polizia) posters, with a reward for the capture of the character described.

b. Design a bulletin board to look like the vetrina of an Italian department store or boutique. Include prices and other relevant information.

9. Have students make up a shopping list for a day at i grandi magazzini.

10. Have students write a guided composition using the following questions as suggestions for content:

Che cosa va a comprare?

Per chi è?

Quanto denaro vuole spendere?

Dove va Lei a comprare ....?

A che piano si trova .....?

Quanto costa .....?

As a listening-writing exercise, the teacher could give these questions orally, and allow time for the students to write the appropriate statement.

Enrichment

1. Teach songs related to the clothing theme:

"Cappuccetto d'oro" from Lo Zecchino D'oro

"O Sole Mio"

2. Discuss with students the cultural implications of the following proverbs and sayings:

L'abito non fa il monaco.

Nascere con la camicia

Nuotare nell'oro

Stare ancora attaccato alla gonna della madre

Non è tutt'oro quel che riluce

Mettersi nei panni di (qualcuno)

La borsa di studio

3. Anecdotes: Per ridere

a. La maestra: Qual è l'insetto che fatica e suda perchè la tua mamma possa portare le calze di seta?

L'alunno: Il mio babbo.

b. --Ho paura che la mia pelliccia si sciupi sotto la pioggia.

--Sciocchezze! Non è coniglio?

--Si. Ebbene?

--Non ho mai veduto dei conigli con l'ombrello.

c. Gigi cerca il suo berretto.

Dove mai l'avrà ficcato?

Nei cantucci, sotto il letto,

va a frugar, tutto affannato,

Cerca, sbuffa, smania, e pesta....

Poi s'accorge che l'ha in testa!

d. La persona ed i vestiti

tener lindi e ben puliti:

sono cose utili e buone

a ogni sorte di persona

4. Activities:

a. Have students plan a seasonal wardrobe.

b. Students plan a wardrobe for going on a trip.

c. List the fashions the students are wearing to school this year.

d. A scrapbook of clothing worn by people in different professions or by sports players.

e. "borsa per le spese" - each day students guess what is inside.

5. Audio-Visual Aids

a. Italian Folk Costumes - filmstrips available through the Instituto Italiano di Cultura.

b. Select commercially sold films and filmstrips related to this theme.

SUGGESTIONS FOR TESTING

1. Picture test (requiring oral or written answers)

a. Vero/Falso

b. Che cos'è questo?

c. Di che colore .....?

d. Multiple choice (visual cue with printed options)

2. Oral questions requiring oral answers.

Una camicetta costa 8 mila lire; quanto costano tre camicette?

3. Oral questions requiring short written answers. For example:

Chi sono io? a. Porto una gonna. ragazzo o ragazza

b. Porto una cravatta di seta. ragazzo o ragazza

4. Oral or written statements to test specific vocabulary and general comprehension.

a. Vero/Falso

b. Questions: Che cosa porta Lei quando piove?

c. Multiple Choice: ..... si porta in testa.

a. una scarpa rossa

b. un paio di guanti

c..un cappello di paglia

d. gli stivali

d. A chi parla Lei?

Teacher gives a line of conversation, asking students to indicate to whom it is addressed: For example: I vestiti sono troppo cari. Non entriamo in questo negozio!

a. al commesso

b. ad un(') amico(a)

5. The teacher or a student reads a line of dialogue and students give appropriate oral or written rejoinders.

6. Picture stimulus test. Student selects a picture and prepares five oral or written sentences to describe it.

7. Describe cued response test.

8. Sentence expansion (oral or written) by addition of adjective to test adjective placement and/or agreement.

Ecco un cappotto. (nuovo) Ecco un cappotto nuovo.

9. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion,,matching, multiple choice, questions to be answered in complete sentences, synonyms, antonyms, dictation of complete sentences and/or to fill in blanks.

SITUATIONAL THEME: ITALIAN, LEVEL I

THEME NO. 5 ANDIAMO A DIVERTIRCI!

RATIONALE:

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various people who occupy Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

INTRODUCTION

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in Italian. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is a first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

BASIC OBJECTIVES OF THIS UNIT

1. To familiarize the students with the necessary Italian vocabulary and expressions (as indicated in the vocabulary section) to enable them to enjoy both participatory and spectator sports in Italy.

2. To acquaint students with the various sports that are popular in Italy.

3. To familiarize students with the most popular Italian sports and to compare them to popular American sports.

4. To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

METHODS AND MATERIALS

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself limited by them. They are designed to provide innovative ideas that will spark student creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the students.

The participation of the students in the preparation of materials should be actively encouraged. For example: students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

TIME SEQUENCE

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each themal unit when Level I is covered in one year.

If Level I is covered in two years, as is the case in the 7th and 8th grades, then eight to ten weeks should be the appropriate time span.

In the Intermediate Schools, where Level I is covered in three years, then twelve to fourteen weeks should be allocated for this unit.

CULTURE

Cultural information that is relevant to the situational topic should be presented within the unit. Items presented in the foreign language are samples of actual presentations which the teacher can make to a Level I Italian class.

The suggested topics to be treated in this unit are:

GLI SPORT - SPORTS

The principal sports that Italians enjoy are:

(1) IL CALCIO

Il calcio is known to Americans as "soccer". In this sport the players may not touch the ball with their hands except for the goalie (il portiere). They use their feet, shoulders and head to hit the ball. The players do not wear the elaborate protective uniforms that American football players wear. They wear a jersey, shorts and knee-length socks with shin-guards and cleated boots.

Every Sunday the average Italian fan (tifoso del calcio) goes to the stadium where he will root for his favorite team with great expressions of emotional outlet. The equivalent of booing in Italy is expressed by whistling (fischiare).

(2) IL CICLISMO
Bicycle racing is a very popular sport in Italy. The big cycling event of the year is the Giro d'Italia, the Tour of Italy. During this event i tifosi (fans) gather along roads to cheer their favorite cyclists; (i ciclisti) and help them along the road by offering them cool water and soft drinks. Outstanding cyclists become national heroes and they represent Italy in international races. Some outstanding ciclisti have been Girardengo, Guerra, Fausto Coppi, Bartali and Felice Gimondi.

(3) L'AUTOMOBILISMO
Another popular sport in Italy is automobile racing. Some well known car races are: Le Mille Miglia, il Giro di Monza, e il Giro d'Italia.

(4) LE BOCCE
Il gioco delle bocce is a kind of bowling game in which the object of the game is to roll the bocce (balls made of very hard wood or synthetic material) as near as possible to a little jack called boccino. Giocare alle bocce is one of the favorite Sunday pastimes of the middle-aged or older men.

(5) LO SCI - SKIING
Italy is a very mountainous country, therefore, ski resorts are available all over the peninsula from North to South. With the growing affluence and mobility of the average Italian, skiing is also growing in popularity. Some internationally famous ski resorts are Saint-Vincent and Cervinia in Piemonte, Cortina d'Ampezzo nel Veneto and Terminillo (la montagna di Roma) in Lazio.

(6) In addition to the above mentioned sports, the Italians also enjoy a variety of other sports such as horse racing (l'ippica), swimming (il nuoto), tennis (il tennis), basketball (palla canestro), rollerskiing (pattinaggio a rotelle), mountain climbing (alpinismo), etc.

Italian spectators are always very enthusiastic. They readily show their approval or disapproval of the players' skills. This is done by applause when the performance is good, or by whistling when they disapprove of the players' actions.

SUGGESTED VOCABULARY AND USEFUL EXPRESSIONS

lo sport
la squadra
la partita
il campionato
il campione
il giocatore
il calcio (il football)
il campo di calcio (di tennis, etc.)
il tennis
la racchetta da tennis
la palla da tennis
la rete
giocare al tennis
il nuoto
il nuotatore
nuotare
l'automobilismo
l'automobile da corsa
il corridore, l'automobilista
la pista
il ciclismo
il ciclista
la bicicletta
andare in bicicletta
pedalare
la palla canestro
il pallone
lo sci
lo sciatore
gli sci
il bastoncino da sci
sciare
la pesca
il pescatore
la barca da pesca
la canna da pesca
l'amo
pescare
la caccia
il cacciatore
il cane da caccia
il fucile
andare a caccia
il giuoco delle bocce
la boccia
giocare alle bocce
il pattinaggio a rotelle
il pattinatore (la pattinatrice)
i pattini a rotelle
pattinare

l'equitazione
l'alpinismo
l'alpinista
la montagna
la vetta
fare l'alpinismo
il monte
la piscina
la spiaggia
il fiume
il mare
la campagna
il cielo
le nuvole
l'aria
il sole
la terra
la pioggia
la neve
il ghiaccio
piovere
nevicare
l'autunno
l'inverno
la primavera
l'estate
la stagione
l'anno
il mese
il giorno
la settimana
oggi
ieri
la data
l'ora
domani
la mezzanotte
il mezzogiorno
bene
male
allegro
contento
felice
triste
alto
basso
bello
brutto
buono
cattivo

il giocatore di carte
la corsa dei cavalli
il cavallo da corsa
cavalcare
forte
stretto
largo
grande
piccolo
importante
intelligente
giovane
vecchio
maggiore
minore
bruno
biondo
nuovo
pigro
povero
ricco
simpatico
antipatico

Family and Friends - See Unit I, Getting to Know You

stare bene
stare male
il dolore
il mal di testa
il malato
il raffreddore
la salute
il braccio
la testa
il corpo
il dito
la mano
la gamba
il piede
la destra
la sinistra
il minuto
la notte
la domenica
il lunedì
il martedì
il mercoledì
il giovedì
il venerdì

stanco
corto
lungo
debole
subito
sempre
in
tra, fra
lontano (da)
su (sopra)
giù (sotto)
lì
là
qui
qua
in alto (in cima)
vicino (a)
davanti (a)
dietro (di)
dove
applaudire (battere le mani)
prendere
correre
vincere
gridare (urlare)
lanciare
tirare
ammirare
guardare
perdere
fischiare
insieme (allo stesso tempo)
all'aperto
credere di sì (di no)
Quanti ne abbiamo? (Qual' è la data)
di nuovo
di tanto in tanto
invece di
preciso, in punto
subito
stare in piedi
stare seduto
è vero
divertirsi
stare a letto
fa bel (cattivo) tempo
fa freddo (caldo, vento)
c'è (ci sono)
oggi è
la settimana ventura (che viene, prossima)
più tardi

il sabato
il pomeriggio
tardi
presto
di buon'ora
il caldo
il fresco
il freddo
la nebbia
il parapioggia (l'ombrello)
il tempo
il vento
adesso (ora)
prima (di)
dopo (di)
poi, dopo
mai

spesso
dopo domani
pensare + infinito
raramente (poche volte)
poco a poco
perciò
di mattina (pomeriggio, notte)
fare attenzione
sapere + infinito
forse
avere (molto) caldo (freddo)
avere voglia di
avere luogo
ogni giorno
cercare di + infinito
forza, avanti
ogni settimana
tutti

DEVELOPMENTAL QUESTIONS

Question	Grammatical Reference
1. Di che cosa ha bisogno per giocare al (a) _____?	a) Giocare - presente b) Giocare a (al) c) Modo di dire: avere bisogno di
2. Di che cosa ha bisogno per sciare? (nuotare, pescare, andare a caccia, ecc.)	a) Andare a + infinito b) avere bisogno di
3. In quale stagione giochiamo al football? (al tennis, al baseball, alla palla canestro, ecc.)	a) Le stagioni dell'anno b) Vocaboli degli sport
4. In quale stagione andiamo alla spiaggia?	a) Presente del verbo irr. andare b) Le stagioni dell'anno c) andare a + noun
5. In quale stagione andiamo a nuotare?	a) Presente del verbo irr. andare b) andare a + infinnito
6. In quale sport usiamo il pallone? (la racchetta, gli scarponi, le bocce, ecc)	a) Usare - presente b) Vocaboli degli sport
7. Qual è il tuo sport preferito? (la tua squadra favorita, ecc.)	a) Forma troncata di quale b) Vocaboli degli sport c) Aggettivi possessivi
8. A che ora è terminata la partita?	a) Passato prossimo dei verbi regolari b) Terminare - presente c) Le ore - ripasso

9.	A che ora incomincia la partita?	a) Incominciare - presente
10.	Come si chiama il giocatore?	a) Modo di dire: Come si chiama
11.	A che ora sei ritornato a casa?	a) Passato prossimo dei verbi regolari b) Le ore - ripasso c) Modo di dire: a casa
12.	Chi vincerà la partita?	a) Futuro dei verbi regolari b) Pronomi interrogativi; chi
13.	Chi ha vinto la partita?	a) Passato prossimo del verbo vincere
14.	Dove ci sediamo?	a) Presente del verbo riflessivo sedersi
15.	Dov'è l'uscita? Dov'è l'entrata?	a) Presente del verbo essere b) Interrogativo di luogo: dove
16.	Dove giochiamo al baseball?	a) Presente del verbo giocare
17.	Ti piace giocare al tennis?	a) Presente del verbo piacere b) Modo di dire: giocare al tennis o giocare a tennis
18.	Dove vai (va Lei) per nuotare? " " " per vedere una partita? " " " per giocare al baseball?	a) Presente del verbo andare b) Avverbio di luogo+interrogativi: dove c) Ripasso giocare a
19.	Quando ha visto Lei (hai visto) l'ultima partita di baseball?	a) Avverbio di tempo interrogativo: quando b) Passato prossimo del verbo vedere
20.	Quante persone ci sono nella squadra di__?	a) Avverbio quantitativo interrogativo - quanti, quante b) Avverbi di luogo: ci and vi c) Numeri cardinali -
21.	Qual è il punteggio dell'altra squadra?	a) l'altro, l'altra
22.	Quanto costa il biglietto d'entrata? Quanto vale__?	a) Quanto - interrogativo b) Modo di dire: quanto costa? quanto vale?
23.	Quanti biglietti ha comprato Lei (Hai comprato)	a) Quanto, quanti - interrogativo b) Passato prossimo del verbo comprare c) Numeri cardinali
24.	Ti piace andare a vedere una partita di calcio? (di tennis, ecc.)	a) Presente del verbo piacere b) Modo di dire: ti piace, mi piace c) Vocaboli degli sport

25. Sa giocare a_____?	a) Presente del verbo sapere b) Sapere + infinito + a
26. Sei un tifoso del calcio?	a) Presente del verbo essere b) Modo di dire: essere un tifoso del___ fare il tifo per___
27. È lei un buon calciatore?	a) Presente del verbo essere b) Forma abbreviata di buono

GRAMMATICAL STRUCTURES

Level I has been divided into eight culturally oriented situational units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the eight units.

The list of structures is not a sine qua non. The teacher should be selective in the choice of structures to be developed within this thematic unit, basing his decision on those structures already mastered by his students. The choice should be limited to those structures not yet mastered in previous units.

It is suggested that the teacher give classroom directions in Italian at all times.

1. Articles
   a) Review of definite and indefinite articles, singular and plural
   b) Contractions with a and di
   c) Review of use with days and seasons
   d) Review of use with days and dates to express on
   e) Review omission with unmodified nouns of nationality, occupation.

2. Numerals
   a) Review of cardinal numbers 1-1000

3. Nouns
   a) Review of number, gender
   b) un giocatore di calcio, baseball, etc.

4. Adjectives
   a) Number and gender
   b) Agreement
   c) Position following the noun
   d) Common limiting adjectives (numbers, un altro, molto, poco)
   e) Possessive adjectives (mio, tuo, suo, etc.)
   f) Shortened form of buono, uno

5. Interrogatives

Review of come, quando, dove, perchè, quale, chi, quanto, che quanto (a chi, di chi)

6. Verb structures
   a) Present tense of regular verbs in three conjugations
   b) Present tense of irregular verbs: essere, avere, andare, fare uscire, venire, stare, dare, sapere, dire
   c) Present Perfect of regular verbs with avere and the following verbs with essere: andare, arrivare, entrare, essere, partire uscire, venire
   d) Future of regular verbs in three conjugations and of the irregular verbs avere and essere.
   e) Use of piacere: mi piace, ti piace, etc.
   f) Complementary infinitives with volere, sapere, desiderare, piacere

7. Telling time
   a) Sono le cinque
   b) alle tre precise (in punto)

READING

It is suggested that the teacher choose from the texts he is using appropriate selections related to the situational theme. Appropriate readings may include dialogues, short passages, recipes, menus, newspaper and magazine articles or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

SUGGESTED PROCEDURES

1. Ask students to tell what their favorite sport (team) is.
2. Ask students to tell which sport(s) they enjoy playing most.
3. Have students dramatize purchasing tickets to a bull fight, football game, etc.
4. Have students prepare a newscast reporting the results of a game.
5. Have students dramatize an interview with a famous athlete using the developmental questions.
6. Have students call a friend on the telephone to invite him to a sports activity or event. (The "tele-trainers" from the Telephone Company can be used to provide realism in developing this activity.)
7. Have students select from newspapers or magazines pictures dealing with sports, and describe each picture.
8. Have students select an "Athlete of the Year" based on their presentation of the candidate.
9. Have students form teams to play a particular sport. The foreign language should be the means of communication.
10. Have students write a fan letter in Italian to their favorite athlete.

ENRICHMENT ACTIVITIES

1. Use the following suggested films from VIAGGIO IN ITALIA:
   Oggi in Italia - Italian language film which shows sport and recreation in Italy.
2. Use the following suggested films provided by Educational Films of the Instituto Italiano di Cultura:
   Five Young Girls in the Dolomites - A film on skiing in the Dolomites.
   Sport in Art and History - The exhibition of Sport in Art and History which opened in Rome during the Olympics.
3. Prepare a bulletin board of pictures dealing with sports.
4. Play "Show and Tell" using realia dealing with sports.
5. Use commercial games dealing with sports that are available in toy stores.
6. Play records like "Lassù sulle montagne" from collection of the "Cori Alpini" to familiarize the pupils with the music of mountains where skiing is a very popular sport.

TESTING

Testing procedures should involve the four skills of language learning. Many of the suggested testing procedures listed below can be used in testing the skills of listening comprehension, speaking, reading and writing. Tests should be criterion-referenced instruments that stress and measure mastery of the vocabulary and expressions presented within the cultural context of the unit.

1. Picture test (rexographed sheet, transparency projection or model)

   a) Vero o Falso

   b) Che cosa è questo?

   c) Che sport è questo?

   d) Dove siamo?

2. Oral questions requiring oral answers.

3. Oral questions requiring written answers.

4. Oral or written questions to test vocabulary.

   Vai alla partita di calcio domenica?

Qual' è la tua squadra favorita di football?

Qual' è il tuo sport favorito?

5. The teacher or a student reads a line of dialogue and students give the appropriate oral or written rejoinders.

6. Picture Stimulus Test. Students select pictures and prepare written sentences to describe them.

7. Cued Response Test.

Model: (In estate) giochiamo al (baseball).
Teacher: (In autunno)
Student: In autunno giochiamo al calcio.

Model: Per vedere una partita di calcio andiamo allo stadio.
Teacher: (Per sciare)
Student: Per sciare andiamo in montagna.

8. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms and antonyms.

Situational Theme: Italian Level I
Theme No. 6: COSÌ CI GUADAGNAMO LA VITA

Rationale

It is our conviction that the study of a foreign language provides the most enlightened path toward understanding the various peoples who occupy planet Earth. And what can be more important to the future of man than a closer relationship with "his brother"?

Introduction

These suggestions are designed to explore a more meaningful, effective and relevant approach to acquiring ability to communicate in Italian. The focus here is a life situation in which the student is taught to function in the foreign language.

Since this is the first draft of the syllabus revision, it is suggested that teachers contribute original dialogues and reading selections which are an outgrowth of classroom activities and which are related to the situational themes. These may be included in the final draft as model dialogues and readings.

Basic Objectives of This Unit

1. To familiarize the students with the necessary Italian vocabulary and expressions to enable them to talk about possible careers and their career plans for the future.
   a. To acquaint students with the variety of professions and occupations that exist.
   b. To enable the student to read and understand the classified advertisements.
   c. To enable the student to write a letter of application for a position.

d. To enable the student to arrange for an interview over the telephone.

e. To enable the student to fill out an application for a job.

f. To enable the student to participate in an interview for a job.

g. To enable the student to discuss particular careers and the duties related to these careers.

h. To acquaint students with those occupations or careers that are peculiar to Italian life.

2. To teach and provide practice in the use of such grammatical structures as are needed in consonance with the above objectives.

Methods and Materials

The suggested procedures and enrichment activities outlined here are points of departure for the teacher who should not consider himself or herself limited by them. They are designed to provide innovative ideas that will spark creativity. The teacher will build upon and adapt these suggestions according to the needs, interests and capabilities of his students.

All the suggested activities should be associated with appropriate visuals.

The many textbooks that are in use today can serve as a source of materials which can be adapted to reinforce, enhance and enrich the thematic units according to the interests and ability of the class.

The participation of the students in the preparation of materials should be actively encouraged. For example, students may assist by drawing pictures and charts, making models or bringing in pictures from magazines.

It is also suggested that the teacher include simple songs and poems related to the situational themes.

Many of the grammatical structures listed will appear in several units. These should therefore be treated in the warm-up or as the vehicle for the introduction of new vocabulary expressions.

The grammatical structures should be treated WITHIN THE CONTEXT OF THE UNIT.

Time Sequence

This depends upon the ability of the students. We suggest, however, approximately four to six weeks for each themal unit when Level I is covered in one year.

If Level I is covered in two years, as is the case in the 7th and 8th grades, then eight to ten weeks should be the appropriate time span.

In the Intermediate Schools, where Level I is covered in three years, then twelve to fourteen weeks should be allocated for this unit.

Culture

Cultural information that is relevant to the situational topic should be presented within the unit. The suggested topics to be treated in this unit are:

1. Occupations and professions are generally similar to those in our own culture, i.e. doctor, lawyer, teacher, secretary, accountant, bank teller, salesperson, cook, waiter, shop owner, etc. A knowledge of a foreign language will be of inestimable value in any field.

2. Those professions and occupations that are peculiar to Italian life are:

The vigile notturno serves as a type of "night patrol" in the cities. He carries the keys of various stores, offices, warehouses, etc. that have subscribed to this service which is generally provided by companies such as the famous Vigilante. The vigile notturno checks the doors of the various establishments to make sure they are securely locked and investigates anything that appears suspicious.

The portinaio (o portinaia) sees to the upkeep of most city apartment buildings, and usually regulates the comings and goings of visitors to the building. At night, after the front door has been locked, any tenant who has forgotten his key must ring for the portinaio in order to get in.

The carabiniere is a federal policeman. On special occasions he wears a colorful uniform with a large hat and a pennacchio on it. They often appear in parades and guard foreign embassies and other government offices.

The controllore is a familiar sight on all public transportation. He accompanies the bus or trolley driver and it is he who collects the fare from the passenger and gives him a receipt. Passengers enter buses and trollies through the rear door and exit through the front door of the vehicle.

The venditore dei biglietti della lotteria (del lotto) sells lottery tickets from newspaper stands and tobacco shops (tabaccheria). Vincere un terno al lotto has an idiomatic meaning as well referring to one's unexpected good fortune. The tabaccaio sells tabacco products and holds a special license from the State.

The castagnacciaio is a street vendor of "castagnaccio" a sort of cake made of chestnuts.

VOCABULARY AND USEFUL EXPRESSIONS

Noun	Verbs	Expressions
la professione		scegliere una professione
l'impiego	impiegare (si)	iniziare un impiego
il mestiere		esercitare un mestiere
la domanda di lavoro (d'impiego)		
l'offerta di lavoro (d'impiego)		
la carriera		fare carriera abbracciare una carriera
il salario lo stipendio	guadagnare	guadagnarsi la vita
il licenziamento	licenziare	licensiare su due piedi
l'annuncio (avviso)		mettere un annuncio (avviso) sul giornale
il maestro la maestra	insegnare	
il professore la professoressa		
l'alumno (a)	imparare	
l'allievo (a)	rispondere	
lo studente la studentessa	leggere	
il direttore la direttrice	dirigere	
il preside (la)		
l'ispettore	ispezionare	fare ispezioni
lo scrittore	scrivere	
il romanzo la novella		
il racconto la favola	raccontare	
il poeta la poesia il poema		
il giornalista	redattare	
il giornale la revista l'articolo	leggere	
le notizie		leggere le notizie del giorno
il giornalaio		vendere (comprare) il giornale

il chirurgo	operare	
il dottore	esaminare	
il medico	consultare	
il corpo		
la lingua		mostrare la lingua
l'oculista		fare l'esame della vista
la bocca		aprire (chiudere) la bocca
l'infermiere (a)		
il paziente (l'ammalato)		stare male(bene,meglio,peggio)
il letto		
il dentista		trapanare i denti
il dente		avere mal di denti(gola, ecc.)
il molare		
il gabinetto medico		
la malattia	ammalarsi, guarire	
il farmacista	prescrivere	
la ricetta		
la farmacia		
il giudice	giudicare	
l'avvocato	difendere	difendere (vincere)una causa
l'avvocatessa		portare la causa in corte
il poliziotto		
il vigile urbano	imprigionare	mettere in prigione
la prigione		
l'agente di polizia		
l'agente di pubblica sicurezza		
la corte		
il carabiniere		
la legge		ubbidire la legge
la giustizia	giustiziare	
il carcere	incarcerare	
la multa		pagare la multa
lo scienziato	scoprire	fare una scoperta
la scienza	sperimentare	
l'esperimento		
l'architetto	disegnare	
l'architettura	costruire	
l'ingegnere		
il meccanico	riparare (aggiustare)	
il falegname	segare	
l'ebanista		
l'idraulico		aggiustare i rubinetti
l'elettricista		
il muratore		
il mattone		
il legname		
il martello		
la vite		
il cacciavite		

la lampadina		
l'elettricità		
il tubo		
il sacerdote (il cura)	pregare	dire la messa
il monaco		
la monaca		
la chiesa		andare in chiesa
la religione		
la sinagoga		
il rabbino		
il pompiere		spegnere l'incendi(
l'incendio	bruciare (ardere)	
il generale	comandare	
il capitano		
il tenente		
il sergente		
il soldato	combattere	
l'esercito	arruolarsi	
l'aviatore	volare	viaggiare in aereo
il pilota		
l'hostess		
l'astronauta		
il marinaio		viaggiare per mare
la nave		
l'artista		
il pittore	dipingere	
il dipinto (il quadro)		
l'attore	recitare	
l'attrice		
il dramma		
la commedia		
il teatro		
il pubblico	applaudire	assistere a uno spettacolo
il ballerino	ballare	
la ballerina		
il balletto		
il musicista		
il cantante	cantare	
la canzone		
il fotografo	fotografare	fare una fotografia
la modella		
il modello		
la macchina fotografica		
la foto (fotografia)		

il macellaio		
la carne		
il panettiere		
il fornaio		
il pane		
l'operaio		
il facchino	trasportare	
i bagagli		
la valigia		
il tranviere		
il tram		
il pellettiere		
il pescivendolo		
il droghiere		
il postino (il portalettere)		
la posta		
la lettera		
il lattaio		
la latteria		
il latte		
il fruttivendolo		
la frutta		
l'autista	guidare	
l'automobile		
la donna di servizio	pulire	
il fattorino	recapitare	
il bagnino	salvare	
la maschera		
il gioielliere		
il camiciaio		
la lavandaia	lavare	fare il bucato
il fioraio		
la fioraia		
i fiori		
il portinaio		
la portinaia		
la ditta		
l'impresa		

il ragioniere		
il segretario		
la segretaria		
la dattilografa		
la macchina da scrivere		scrivere a macchina
la stenografa	stenografare	
il sarto	cucire	cucire a mano (a macchina)
la sarta		
la moda		essere(andare) alla moda
		seguire la moda
la modista		confezionare i cappelli
la sartoria		
la stiratrice	stirare	
il padrone		
il gerente		
il commerciante		
il negoziante		
l'uomo d'affari		fare buoni affari
il commesso		
il cuoco	cucinare	
la cuoca		
il cameriere	servire	
la cameriera		
il ristorante	mangiare	
la mancia		
il conto		
il barbiere		fare la barba (i capelli)
il parrucchiere	pettinare	
il pettine		
la spazzola		
le forbici	tagliare	il taglio di capelli
il rasoio	rasare	
il cliente		
l'istituto di bellezza		
i capelli		
il banchiere		
la banca		
l'impiegato		
l'interprete		
la guida turistica (il cicerone)		
il calzolaio	risuolare	
le scarpe		
il contadino	coltivare	
la terra		
l'ortolano		
gli ortaggi		

DEVELOPMENTAL QUESTIONS

Question	Grammatical and/or Cultural References
1. È dottore Lei? Conosce un buon dottore?	1. a. Verb essere b. Names of professions
2. Dove lavora una commessa? (un barbiere, un sarto, etc.)	2. a. Use of dove b. ARE verbs c. Names of occupations
3. Quanto guadagna un poliziotto? (un vigile urbano, un ingegnere, etc.)	3. a. Use of quanto b. ARE verbs c. Cardinal numbers 1-1000 d. Names of professions
4. Cosa fa un panettiere?	4. a. Verb fare b. Use of cosa, che cosa c. Names of occupations
5. Chi ripara le scarpe? (il calzolaio le ripara)	5. a. Use of chi b. ARE verbs c. Direct Object pronouns d. Names of professions
6. Che mestiere vuoi fare? (professione)	6. a. verb volere + infinitive b. idiom fare + name of professions
7. Chi lavora in una farmacia? (macelleria, panetteria, etc.)	7. a. Use of chi b. ARE verbs c. Use of vocabulary related to careers
8. Chi usa un martello e legname nel suo lavoro?	8. a. Use of chi b. ARE verbs c. Possessive adjectives d. Use of vocabulary related to careers
9. Chi vende dei fiori?	9. a. Use of chi b. Use of verb vendere c. Use of vocabulary related to professions

10. Dove vai quando hai mal di denti?	10. a. Use of dove b. Verb andare c. Verb avere + physical condition d. Names of professions
11. In quali giorni della settimana preferisci essere libero?	11. a. Use of in quali b. ISCO verbs c. Use of definite article with days of the week
12. A che ora entra il professore nella scuola?	12. a. Telling time b. ARE verbs c. Contraction of in + definite article d. Names of professions
13. Che cosa fa tuo fratello? (padre, sorella, etc.)	13. a. Use of che cosa b. Possessive adjectives c. Members of the family d. Names of professions
14. Vuole il posto di segretaria? (impiegata, dattilografa, etc.) Sì, lo voglio	14. a. Verb volere b. Names of professions c. Direct object pronouns
15. Che mestiere sa fare? (lavoro)	15. a. Verb sapere + infinitive b. Idiom fare + names of professions
16. Quanti anni ha lavorato da ragioniere?	16. a. Use of quanti anni b. Cardinal Numbers 1-1000 c. ARE verbs d. Names of professions
17. Perchè andiamo dal lattaio? (dal macellaio, dalla modista, etc.)	17. a. Verb andare b. Use of dal, dalla c. Names of professions d. Use of vocabulary related to careers e. Use of perchè
18. Chi chiama lei quando la luce non funziona?	18. a. Use of chi b. Verb chiamare c. Names of professions d. Use of vocabulary related to professions

19. Dove vai?	19. a. Use of dove b. Verb andare c. Names of professions
20. Ha fatto la domanda d'impiego? (di lavoro)	20. a. Verb fare b. Idiom of fare domanda di lavoro
21. Sa scrivere a macchina? (cucire, pulire, cucinare, etc.)	21. a. Verb sapere + infinitive b. Verbs related to professions
22. Presso che ditta lavora suo padre?	22. a. Use of presso che noun b. ARE verbs c. Vocabulary related to professions d. Members of the family
23. Dove troviamo le offerte d'impiego?	23. a. Use of dove b. ARE verbs c. Vocabulary related to professions
24. Chi pulisce la scuola?	24. a. Use of chi b. ISCO verbs c. Names of professions
25. Se sei segretaria cosa fai?	25. a. Verb essere b. Names of professions c. Use of cosa d. Verb fare
26. Chi vende i biglietti della lotteria?	26. a. Use of chi b. ERE verbs c. Vocabulary related to names of professions
27. Che professione hai scelto? (carriera, lavoro, mestiere, etc.)	27. a. Use of che b. Verb scegliere c. Vocabulary related to professions
28. Che cosa vuoi diventare da grande?	28. a. Use of che cosa b. ARE verbs c. Names of professions d. Verb volere

Grammatical Structures

Level I has been divided into six culturally oriented units. Included in each unit are those structures which lend themselves to the theme of that unit. Many grammatical structures will therefore reappear in the course of the six units.

The list of structures is not a *sine qua non*. The teacher should be selective in the choice of structures to be developed within this thematic unit, basing his decision on those structures already mastered by his students. The choice should be limited to those structures not yet mastered in previous units.

It is suggested that the teacher give classroom directions in Italian at all times.

1. Articles
   a. Definite and indefinite articles, singular and plural, singular and plural
   b. Contraction with *a*, *di*, *in*
   c. Omission with unmodified nouns of occupation
   d. Use with modified nouns

2. Numerals
   a. Cardinal numbers 1-1000
   b. Telling time

3. Nouns
   a. Number
   b. Gender

4. Pronouns

   a. Subject

   b. Direct Object

5. Adjectives

   a. Number and gender

   b. Agreement

   c. Position following the noun

   d. Limiting adjectives (numbers, molto, poco)

   e. Possessive adjectives (mio, tuo, suo, etc.)

   f. Shortened forms of buono, malo, uno

6. Interrogatives

   a. dove, quando, che, che cosa, cosa, chi, perchè, quando, quale, quali, presso che

7. Verb structures

   a. Present tense of regular verbs in three conjugations

   b. Present tense of irregular verbs: essere, volere, fare, andare, avere, sapere, scegliere

   c. Present Perfect of regular verbs

   d. Complementary infinitive (with volere, sapere, preferire)

8. Adverbs

   a. più, meno

   b. meglio, peggio

Reading

It is suggested that the teacher choose from the texts he is using appropriate selections related to the situational theme. Appropriate readings may include dialogues, short passages, recipes, menus, newspaper and magazine articles or advertisements. Whenever desirable, the teacher should write original dialogues or short passages.

Suggested Procedures

1. Introduce and drill vocabulary on careers using various forms of realia:
   a. magazine clippings, preferably from Italian magazines, that show people in different occupations
   b. advertisements from the classified section of an Italian newspaper or magazine
   c. use the collection of dolls or puppets available through Stocked Supplies, Bureau of Supplies, that show different professions
   d. pictures created by students
2. Have students prepare a riddle which describes their parents' profession. Their classmates will have to guess the profession.
3. Elicit from students their career aspirations.
4. Have students bring in pictures from magazines or newspapers of people in different occupations. Have the students describe the person's occupation.
5. Have the students read classified ads from Italian newspapers and magazines

6. Have students create a bulletin board display of professions that can be enhanced by a knowledge of Italian, i.e. policeman, doctor, nurse, social worker, newspaper reporter, etc.

7. Publications giving information on vocational opportunities

   a. For careers outside the U.S. for people with foreign language ability:

      Superintendent of Documents
      U.S. Government Printing Office
      Washington, D.C. 20402

   b. Directory of American Firms Operating in Foreign Countries:

      World Trade Academy Press, Inc.
      50 East 42nd Street
      New York, New York 10017

   c. Careers in World Affairs prepared by the Foreign Policy Association, World Affairs Center, and published by Intercom:

      345 East 46th Street
      New York, New York 10017

   d. Department of Labor prepares an annual "Occupational Outlook Handbook" which is priced at $5.00 per copy. Reprints are issued from the Handbook. Cost of complete set of reprints (115) is $9.65.

      The Bureau of Labor Statistics
      219 South Dearborn Street
      Chicago, Illinois 60604

      The reports are valuable in that they give an overall view of employment possibilities with specific names and addresses. Under the heading, Managers and Assistants, in the reprint "Employment Outlook in Hotel Occupations", there is a statement advising students planning to enter the field to study languages and other subjects of cultural value such as history, philosophy and literature.

   e. Vocational Opportunities for Foreign Language Students by Gilbert C. Kettelkamp, published by:

      Modern Language Association
      Materials Center
      62 Fifth Avenue
      New York, New York 10011

8. Have the students complete an application for a job.

9. Have the students write a letter in response to a classified ad.

10. Role-Playing: Have students act out various scenes dealing with career opportunities:

    a. Discussing career aspirations with a friend, parent, teacher

    b. Calling for an interview for a job

    c. An interview for a job

11. Games

    a. Qual'è la mia professione (mestiere, impiego)? Students have to guess, by means of questioning, the profession of a classmate.

    b. Career Bingo - Have students create graphic bingo boards dealing with different professions. The cues can be either the matching it to the graphic.

12. Bulletin Boards

    a. Have students bring in pictures illustrative of different occupations and professions. The pictures can be labeled with the appropriate profession.

    b. Have students create their own "Help Wanted" (Offerte di lavoro (d'impiego), Si cerca) bulletin board, similar to those found in community stores and centers.

    c. Have students create a bulletin board display of professions that can be enhanced by a knowledge of Italian, i.e. policeman, doctor, nurse, social worker, newspaper reporter, etc.

Enrichment

1. Discuss with students the cultural implications and meanings of the following proverbs and sayings:

    "Chi non lavora non mangia."
    "Il lavoro nobilita l'uomo."

2. Have students plan a career goal for themselves.

3. Have students solicit printed information dealing with job and career opportunities for people with foreign language competence.

Suggestions for Testing

1. Picture test (requiring oral or written answers)

   a. Vero/Falso

   b. Chi è?

   c. Come si guadagna la vita?

   d. Multiple Choice (visual cue with printed options)

   e. Dimmi la professione (il mestiere, il lavoro) in italiano.

2. Oral questions requiring oral answers.

   Mario Sordi lavora in una sartoria. Cuce vestiti da donne.

   Che mestiere fa?

3. Oral questions requiring short written answers. (Ex.: Chi sono io?)

   a. Porto la posta a casa sua.

   b. Vendo la carne.

4. Oral written statements to test specific vocabulary and general comprehension.

   a. Vero/Falso

   b. Questions: Chi insegna nella classe?

   c. Multiple Choice: .....cura gli ammalati.

      1) il professore

      2) il segretario

      3) l'avvocato

      4) il medico

5. Chi parla?

   Teacher gives a line of conversation, asking students to identify the profession of the person speaking:

   e.g.: Adesso l'automobile funziona bene.

   a. il medico

   b. il meccanico

6. The teacher of a student reads a line of a dialogue and students give an appropriate oral or written rejoinder.

7. Cued response test.

   Model: Quando non mi sento bene vado dal medico.

   Teacher: (Quando ho mal di denti)

   Student: Quando ho mal di denti vado dal dentista.

8. Sentence expansion (oral or written) by addition of adjectives to test adjective placement and/or agreement.

   È medico. (buono) - È un medico buono

   E un buon medico

9. Written tests based on readings, structural items and vocabulary. These tests should contain a variety of test exercises: completion, multiple choice, matching, questions to be answered in complete sentences, synonyms, antonyms, dictation of complete sentences and/or to fill in blanks.

GRAMMATICAL STRUCTURES

IN

ITALIAN

Levels I-III

ITALIAN

GRAMMATICAL STRUCTURES

LEVEL I: First Half

1. ARTICLES

   a. Definite: il ragazzo, l'alunno, lo zio, lo specchio, la ragazza, l'alunna
   b. Indefinite: un ragazzo, un alunno, uno zio, uno specchio, una ragazza, un' alunna
   c. Use of di to show possession: del ragazzo, della ragazza, dello zio, dei ragazzi, delle ragazze, degli zii
   d. Contraction of a: al ragazzo, alla ragazza, allo zio, ai ragazzi, alle ragazze, agli zii

2. NOUNS

   a. Gender of nouns ending in o, a, e. Those ending in e may be either masculine or feminine: il padre, la madre, il pane, la classe

   b. Plural of nouns
      1) Regular o, a, e: il ragazzo, i ragazzi
         la ragazza, le ragazze
         il padre, i padri
         la madre, le madri
      2) Co and go words as they occur: il banco, i banchi
         il lago, i laghi

3. ADJECTIVES

   a. Classes: ending in o and e, including -co and -go:
      rosso, rossi, rossa, rosse
      verde, verdi
      bianco, bianchi, bianca, bianche
      lungo, lunghi, lunga, lunghe

   b. Agreement and position

   c. Demonstrative: questo, quello, questo libro, quello studente

4. PRONOUNS

   a. Subject pronouns: io, tu, egli, ella (essa), noi, voi, Loro, essi, esse

   b. Uses of tu, Lei, voi, Loro, lui, lei, loro

   c. Object: lo, li, la, le and their position

Io lo vedo ogni giorno.
Io la vedo ogni giorno.

d. Interrogative: chi? che cosa?

e. Relative pronoun che: Lo studente che è assente è ammalato.

5. VERBS

a. Present tense of irregular verbs:
   1) avere, essere, andare
   2) stare, venire, fare

b. Present tense of the three regular conjugations: parlare, vendere, finire; affirmative; negative-interrogative (R)

6. ADVERBS

Come, bene, male, etc., as needed in the topical vocabulary

7. NUMERALS

a. Cardinals 1 - 100

b. Simple arithmetical expressions with e, più, meno, per, diviso per

8. TIME AND WEATHER

a. Telling time

b. Days; months; seasons

c. Age and dates

d. Weather

LEVEL I: Second Half

1. ARTICLES

   a. Contractions with a, da, di, in, su

   b. Contractions with con, per (R)
      Some should not be contracted.

2. NOUNS

   Some irregular plurals as they occur:
   Il dito, le dita
   La mano, le mani
   Il braccio, le braccia

3. ADJECTIVES

   Adjectives with mixed genders

4. NUMERALS

   a. Cardinals 101 - 1000
   b. Ordinals 1 - 10

5. VERBS

   a. Present perfect of all three regular conjugations with avere and essere
   b. Present tense of: stare, fare, dare, sapere, dire, venire

ITALIAN

GRAMMATICAL STRUCTURES

LEVEL II: First Half

1. ADJECTIVES

   a. Possessive

      1) Il mio, il tuo, il Suo, il suo, il nostro, il vostro, il Loro, il loro
      2) Distinction between il suo, il Suo, il loro, il Loro
      3) Distinction between il tuo, il Suo, il vostro, il Loro

   b. Interrogative: forms and uses of quale and quanto
   c. Forms of poco and molto

2. PRONOUNS

   a. Possessive
   b. Interrogative: chi, che, che cosa, quale
   c. Direct and indirect
   d. Demonstrative: questo, quello

3. VERBS

   a. Present perfect with irregular past participles: aprire, chiudere, dire, fare, leggere, mettere, prendere, rispondere, scrivere

   b. Future
      1) Regular verbs of the three conjugations
      2) Irregular verbs: essere, avere, andare and venire
      3) Verbs in -care, -gare, -giare, -ciare
      Cercare, pagare, mangiare, marciare

   c. Reflexive verbs: Present and future

4. NUMERALS

   a. Cardinals: 1001 to a million
   b. Ordinals: 11th to 20th

LEVEL II: Second Half

1. NOUNS

   a. Plurals of nouns ending in cia, gia, and ista
   b. Masculine nouns ending in o having feminine plural ending in a: il braccio, le braccia; il labbro, le labbra; il muro, le mura; il lenzuolo, le lenzuola, etc.

2. ADJECTIVES

   a. Demonstrative: questo, quello
   b. Comparison of regular adjectives

3. PRONOUNS

   a. Relative
      1) che, cui, il cui
      2) il quale, colui che, colei che, coloro che, quello che (il quale, colui che (R))

   b. Interrogative: review quale and quanto
   c. Demonstrative: review questo, quello, ciò (R)
   d. Single object pronoun with imperative: Datemi il libro. Non mi date il libro. Mi dia il libro.
   e. Pronoun object with ecco: Eccolo, eccoli

4. VERBS

   a. Imperative mood
      1) The regular conjugations (affirmative and negative)
      2) Irregular verbs: The ones studied so far in other tenses and the ones that occur in this level: essere, avere, andare, dare, dire, fare, stare
      3) Reflexive verbs (R)

   b. Imperfect tense of all three conjugations and one irregular verb: essere
   c. Formation and use of potere, dovere, volere in the present, future and imperfect
   d. Formation of the conditional of regular and irregular verbs (present and past)

ITALIAN

GRAMMATICAL STRUCTURES

LEVEL III: First Half

1. ARTICLES

   a. Special uses of the definite article
      1) Before names of peoples and languages: gl'Italiani; il francese; studio l'italiano; (but parlo italiano)
      2) With nouns used in a general or abstract sense: Il caffè è buono. Gli Americani amano il baseball.
      3) With names of countries, regions, islands and continents: la Francia, la Toscana, la Corsica, l'Africa
      4) With expressions of time: Sono le tre. È mezzogiorno.

   b. Omission of the article (definite and indefinite)
      1) Before an unmodified noun denoting a profession, nationality, race or religion: Mio padre è ingegnere. Quel signore è americano. Il signor Smith è cattolico.
      2) Before nouns in apposition: Roma, capitale d'Italia,è bella.
      3) After che in an exclamation: Che bella casa!

2. ADJECTIVES

   a. Forms, agreement, position (including those in -co) : carico, carichi; antico, antichi; but storico, storici; democratico, democratici

   b. Comparison of regular adjectives: Maria e piu intelligente di Gino.

   c. Irregular comparisons: buono, cattivo, grando, piccolo, molto, poco

   d. Use of di and che in a comparison:
      1) La poltrona è più comoda della sedia. Giulio mangia più di Mario.
      2) La poltrona è più comoda che bella. Giulio mangia più che non beve.

   e. Di after a superlative: Il signor Nolfi è l'uomo più ricco di questa città.

3. NOUNS

   a. Nouns ending in -co and -go:
      1) manico, manichi but monaco, monaci; medico, medici
      2) dialogo, dialoghi but astrologo, astrologi

   b. Nouns with irregular plurals to be added to those studied in Levels I and II:
      1) l'osso, le ossa; il miglio, le miglia; il centinaio, le centinaia; la citta, le citta

4. PRONOUNS

a. Disjunctive
b. Possessive (Review)
c. Demonstrative (Review)
d. Relative (Review)

5. ADVERBS

a. Formation
b. Comparison

6. VERBS

a. Tenses
   1) Passato Remoto of regular and irregular verbs
   2) Review of the formation and the use of all simple and compound tenses of the indicative
   3) Subjunctive: present and present perfect

b. Sequence of tenses: If the verb in the independent clause is in the present, future, or command, the present or present perfect subjunctive is used: Egli vuole che io parli italiano. Egli vorra che io parli italiano; che io abbia parlato italiano. Digli che parli italiano.

c. Reflexive verbs, in all tenses taught

d. Uses of the subjunctive after verbs of wishing, emotion, doubt and impersonal expressions: Egli desidera che io venda la casa. Ho paura che essa non abbia fatto il compiti. E necessario che voi parliate ad alta voce.

7. PREPOSITIONS

a. In or to before names of countries, regions, cities: in Italia, in Toscana, a Firenze

b. Prepositions to be found in the idiomatic expressions up to this level

LEVEL III: Second Half

1. ARTICLES

   a. Special uses of the definite article
      1) With partitive expressions: Vuole del pane.
      2) Before an infinitive when the in finitive is used as a subject or a direct object: Il viaggiare e interessante. Enzo ama il dolce far niente.

   b. Omission of the article (definite and indefinite) after da: Carlo e cosi intelligente che qualche volta fa da maestro.

2. ADJECTIVES

   a. Absolute superlative in -issimo: E una bellissima ragazza.

   b. Repetition of the adjective for the absolute superlative: Il mare e calmo calmo.

3. NOUNS: Ending in suffixes

   a. Diminutives:
      -etto: libretto, barchetta, ragazzetto, etc.
      -ino : cappellino, scarpine, manina, etc.
      -uccio: casuccia, lettuccio, etc.

   b. Augmentatives:
      -one: un cappellone, un portone, un donnone
      -ona: used only to avoid ambiguity: un vecchione, una vecchiona; un ragazzone, una agazzona

   c. Pejoratives
      -accio: ragazzaccio, tempaccio, parolaccia

4. PRONOUNS

   Double object pronouns: Questo e il tuo libro? Non te lo ha dato? Non te l'ha dato? Non glielo disse.

5. ADVERBS

   Comparison: bene, male, poco, molto

6. VERBS

   a. Tenses of the subjunctive:
      1) present and present perfect as review
      2) imperfect and past perfect: Egli voleva che essa gli parlasse di sua madre. Egli voleva che essa gli avesse parlato di sua madre.

b. Sequence of tenses

1) With present and present perfect (review). See VI,b - Level III, first half for examples.

2) With imperfect and past perfect:

When the independent verb is in the imperfect, past absolute or conditional:

Essa voleva { che egli imparasse l'italiano.
{ che egli avesse imparato l'italiano.

Essa volle { che egli imparasse l'italiano.
{ che egli avesse imparato l'italiano.

Essa vorrebbe { che egli imparasse l'italiano.
{ che egli avesse imparato l'italiano.

c. Conditional Sentences (if clauses): Se avessi il libro, lo leggerei.
Se avessi avuto il libro, lo avrei letto.

d. Passive Voice (R)

e. Modal Auxiliaries (R): dovere, volere, potere

7. PREPOSITIONS

Prepositions to be found in the idiomatic expressions for Level III

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